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ABSTRACT

This report covers Program IMPACT, Community Service and Continuing Education, from July 1, 1972 to June 30, 1973 (a period of 62 percent increased funding for Tennessee), and provides information on project activity, completed projects, program administration, and program evaluation. Varied efforts by colleges and universities utilized their unique resources to assist in the solution of priority community problems through continuing education for adults. Completed projects described include: Seminars in Community Problems, Technical Assistance in Housing, Community Leadership Development for Community Action Agencies, Consumer Education, Comprehensive Consumer Education Program, Seminars in Legal Rights for Low-Income Community Leaders, Development of Statewide Governmental Training, Private Higher Education Approach to Community Services, Technical Assistance to Tennessee Cities, Tennessee Statewide Consumer Education Program, and Improving Leadership Skills in the Inner City. Major program support went to the second year programing activities for the Statewide Consumer Education Project. Other significant cooperative efforts were the Statewide Local Governmental Training System and Staff Assistance to Public Community Colleges. Included is a summary by Congressional District of all programs funded under Title I since its inception in fiscal year 1966. (Author/EA)

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program

Community Service and Continuing Education
Higher Education Act of 1965-Title I

FISCAL YEAR 1973
ANNUAL REPORT
STATE OF TENNESSEE

CE 000 893

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PROGRAM IMPACT: COMMUNITY SERVICE AND CONTINUING EDUCATION UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1973 ANNUAL REPORT FOR THE STATE OF TENNESSEE

Compiled and Edited by the

State Agency for Title I
Institute for Public Service
The University of Tennessee

December 12, 1973

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PREFACE

This Fiscal Year 1973 Annual Report has been compiled in accordance with the regulations and requirements established by the U. S. Office of Education for the administration of Program IMPACT: Community Service and Continuing Education, Title I of the Higher Education Act of 1965.

This report covers the operational year between July 1, 1972, and June 30, 1973, and provides information on project activity, completed projects, program administration, and program evaluation. It is an account of varied efforts by colleges and universities to utilize their unique resources to assist in the solution of priority community problems through continuing education for adults. The report also contains a summary, by Congressional District, of all programs funded under Title I since its inception in fiscal year 1966.

This report period witnessed the strongest support for the Title I University Community Service Program by the Congress with an appropriation of $15 million nationally. Tennessee's share of these funds increased approximately 62 percent, from $179,978 in FY 1972 to $284,715. Major program support went to the second year of programming activities for the Statewide Consumer Education Project involving fourteen institutions. Other significant cooperative efforts were the Statewide Local Governmental Training System involving eleven institutions and Staff Assistance to Public Community Colleges involving six institutions.

The State Agency is encouraged by these cooperative program efforts to meet priority needs in Community Service and Continuing Education. Future programming should build on this institutional cooperation and these institutional-community working relationships.

Paul R. Martin, Jr.
Director

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PART A

SUMMARY OF PROJECT ACTIVITY

DURING FY 1973

COMPLETED PROJECTS

PROJECT NUMBER	ACTUAL COST		
	FEDERAL	MATCHING	TOTAL
71008003	12,535.92	6,267.96	18,803.88
71004006	3,359.19	1,679.59	5,038.78
71042008	3,762.69	1,881.35	5,644.04
71033011	6,400.00	3,365.99	9,765.99
71042012	9,200.00	4,600.00	13,800.00
71042013	7,457.41	3,728.71	11,186.12
71042015	6,534.95	3,267.48	9,802.43
72032001	4,549.25	2,274.63	6,823.88
72042004	38,500.00	19,306.87	57,806.87
72042005	78,664.00	39,512.00	118,176.00
72018006	3,395.43	1,697.72	5,093.15
TOTALS: 11	174,358.84	87,582.30	261.941.14

PROJECTS APPROVED BUT NOT YET OPERATING

PROJECT NUMBER	ESTIMATED COSTS		
	FEDERAL	MATCHING	TOTAL
73021003	4,500.00	2,250.00	6,750.00
73036004	9,259.00	4,629.00	13,888.00
73042005	40,000.00	20,000.00	60,000.00
73042006	40,000.00	20,000.00	60,000.00
73024007	12,200.00	6,100.00	18,300.00
73042008	5,526.00	2,763.00	8,289.00
73043009	5,526.00	2,763.00	8,289.00
TOTALS: 7	117,011.00	58,505.00	175,516.00

PROJECTS IN PROGRESS

PROJECT NUMBER	ESTIMATED COSTS		
	FEDERAL	MATCHING	TOTAL
70024016	26,000.00	26,000.00	52,000.00
71042005	11,834.00	5,917.00	17,751.00
71043014	23,000.00	11,500.00	34,500.00
72042002	3,200.00	1,600.00	4,800.00
72042003	14,800.00	7,400.00	22,200.00
72042007	9,933.00	5,086.00	15,019.00
73042001	140,720.00	70,360.00	211,080.00
73042002	1,984.00	992.00	2,976.00
TOTALS: 8	231,471.00	128,855.00	360,326.00

PART B

SUMMARY OF PROJECTS COMPLETED

IN FY 1973

STUDENT INVOLVEMENT IN FY 1973 PROJECTS:

Project Number	Number of Students	Student Activity
71042012	15	Research/Data Collection
	1	Worked with low-income families
71042013	18	Research/Data Collection
72042005	12	Research/Data Collection
	50	Participated in practice run of PSP workshop
72018006	40	Research/Data Collection

PROJECTS CATEGORIZED BY GEOGRAPHIC AREA:

4 Urban

1 Metropolitan

3 Statewide

3 Other

71008003 - Regional-First Tennessee-Virginia Development District

71004006 - Regional-East Tennessee Development District

71042008 - Regional-Mid-Cumberland Development District

PROJECTS CATEGORIZED BY PRIMARY PROBLEM AREA:

3 Government

1 Housing

5 Poverty

2 Community Development

PROJECTS CATEGORIZED BY PRIOR HISTORY:

8 New Project

3 Continuation of an earlier CSCE project

PROJECTS CATEGORIZED IN TERMS OF FOLLOW-UP ACTIVITY:

5 Accomplished purpose, no further plans

2 Continued in FY 1973 under Title I

1 Continued with other Federal funding

PROJECTS CATEGORIZED IN TERMS OF FOLLOW-UP ACTIVITY: (Con't)

1 Continued with non-Federal funds

2 Other

71004006 - Continued with federal and non-federal funds

71042012 - Continued with federal and non-federal funds

PROJECTS CATEGORIZED IN TERMS OF PRIMARY TYPE OF ACTIVITY:

2 Course	2 Technical Assistance
1 Conference	1 Information Dissemination (i.e. publications, pamphlets, manuals)
5 Workshop/Seminar	

PROJECTS CATEGORIZED IN TERMS OF MAJOR SOURCE OF NON-FEDERAL FUNDS:

1 State/local government

10 Institutional funds

ESTIMATED PERCENTAGE OF TIME SPENT BY PARTICIPATING FACULTY:

Percentage of Time	Number of Faculty
100%	2
75% - 99%	0
50% - 74%	1
25% - 49%	11
Less than 25%	75

DEMOGRAPHIC DATA ON ACTUAL PARTICIPANTS IN PROJECTS COMPLETED:

Males: 694 Females: 2406

A. Age

Under 21:	6	79
21 - 35:	361	782
36 - 55:	253	775
Over 55:		257

DEMOGRAPHIC DATA ON ACTUAL PARTICIPANTS IN PROJECTS COMPLETED: (Con't)

B. Educational Level

Elementary:	14	0
Junior High School:	0	0
High School:	74	447
College below baccalaureate:	27	29
Baccalaureate:	326	910
Graduate or Professional:	222	803

C. Occupational Classification

Professional:	177	50
Semi-Professional:	52	29
Skilled:	21	38
Semi-Skilled:	2	24
Unskilled:	0	6

PART C

NARRATIVE REPORTS OF PROJECTS

COMPLETED DURING FY 1973

SEMINARS IN COMMUNITY PROBLEMS

71008003

A series of seminars for public officials and government employees in the Upper East Tennessee area; conducted by East Tennessee State University, Johnson City

PROJECT DIRECTOR

Dr. Shirley Chapman
Chairman and Professor
Department of Political Science
East Tennessee State University
Johnson City, Tennessee 37601

PROJECT FUNDS EXPENDED

Federal	$12,535.92
Matching	6,267.96
TOTAL	$18,803.88

COMMUNITY PROBLEM: The eight county Upper East Tennessee area is a unique geographical region with many common ties--social, economic, political, and historical. It is an area with unique regional problems binding all inhabitants and local institutions together in seeking solutions. It is also an area heavily populated by national, State and local governmental units and agencies. The national government is represented by TVA and a Veterans Administration installation, larger than any other in the State, among others. State conservation and agricultural services concentrate activities in the rural lake environment. Local governments, county, city and special authorities, of course, abound--all with a common problem of finance while seeking to extend governmental services. Currently, public administrative officials, specifically at the middle management levels, can only keep abreast of new methods and techniques through individual reading or information from their specific agencies or by enrolling in regular degree programs at ETSU. An institute was needed to bring together participants from a variety of public institutions as well as university faculty with specialities in this field for an interchange of information and ideas. There was no established liaison between public agencies for dissemination of ideas or to prevent duplication of effort in solving common problems.

PROJECT OBJECTIVES: The objectives of Phase I of this project were: (1) to up-date key governmental employees with current methodology and data of general and specific administrative applicability; (2) to encourage the creation of liaison facilities to handle mutually needed data and other problem-solving assistance for interdependent administrative officialdom; (3) to encourage the interchange of current thinking in certain generalized problem areas and to promote discussion along problem-solving lines among participants; (4) to create an awareness of the functional responsibility of the agencies represented by the varied participants with emphasis on areas of interrelatedness and possible overlap; (5) to encourage participants in the utilization of personnel, services, and instructional offerings of ETSU wherever and whenever applicable in assisting with regional administrative problems; and (6) in general, to create an atmosphere conducive to the promotion of enlightened, imaginative, and progressive thinking about the Upper East Tennessee region.

The objective of Phase II was to get public officials together to study specific public problems. The seminars were designed to give background materials, via lectures by campus personnel and visiting experts; to provide an understanding of the problem from legal, sociological, and administrative viewpoints; and to work toward solutions via seminar discussions led by knowledgeable persons. In its broadest perspective, the purpose of the project was to attempt to find solutions to community problems before crises emerge. The participants would leave the seminars with a comprehensive view of current problems including updating on State laws and guidelines.

PROJECT OPERATIONS: During the Summer of 1971, ten seminars were held under Phase I of the Project (Institute in Public Administration):

I. OVERVIEW OF ADMINISTRATIVE PROBLEMS AND PRACTICES IN UPPER EAST TENNESSEE.

II. GRANTSMANSHIP: THE ART OF PROCURING FEDERAL FUNDS.

III. GRANTSMANSHIP, LAW AND EXECUTIVE ORDERS: APPLICATION IN ENVIRONMENTAL CONTROL.

IV. DUE PROCESS AND THE LOCAL ADMINISTRATION OF JUSTICE.

V. PLANNING FOR POSSIBLE HEALING ARTS CENTER.

VI. PARTICIPATORY DEMOCRACY: HEADACHE OR BONANZA FOR THE PUBLIC ADMINISTRATOR?

VII. NEW OPPORTUNITIES IN COMMUNICATIONS: UNTAPPED ADMINISTRATIVE RESOURCES.

VIII. ADMINISTRATIVE PUBLIC RELATIONS: THE SELLING OF THE AGENCY HEAD AND HIS PROGRAM.

IX. PUBLIC EMPLOYEE ORGANIZATION: AS A VISITOR OR NEW RESIDENT.

X. THE REGIONAL UNIVERSITY'S ROLE IN IMPLEMENTING THE NEEDS OF PUBLIC SERVICE.

The first program was held the afternoon of June 9, 1971. Each consecutive Wednesday afternoon offered a new topic, with the last or tenth on August 11, 1971.

The Format was as follows: (a) a presentation by one faculty member and either two or three supporting panelists who are experts on the subject under study; (b) an informal coffee break with in-the-hall discussion and the encouragement of communication between representatives of different agencies, and (c) an open seminar discussion, led by the faculty moderator, involving all participants and panelists at the seminar program.

At the completion of the Institute in Public Administration, the participants, as a body, requested that this project be continued as a means of establishing liaison and interest among related local public agencies--national, state, and local. As a result of this demonstrated interest, the project was amended to include a second phase, "Seminars in Community Problems."

The topic of the first seminar under Phase II of the project was "Labor Relations in the Public Sector." All sessions were held on successive Wednesday evenings, beginning on October 20, 1971.

Session I:	"Tennessee's Evolving Legal Structure for Labor Relations in the Public Sector"
Speaker:	Herbert Bingham, Executive Director, Tennessee Municipal League
Panelists:	Jack Strickland, Executive Director, First Tennessee-Virginia Development District
	P. L. Robinson, Representative, Washington County, First District, State of Tennessee
Session II:	"The State of Labor Relations in the Public Sector at the Local Level Now"
Speaker:	Kenneth Devero, City Manager, Maryville, Tennessee
Session III:	"The Organization and Bargaining Unit"
Speakers:	Emerson Miller, Representative of the United Steelworkers
	"Skip" Church, Johnson City Police Department
	Bruce Shine, Attorney, Representative for East Tennessee Labor Law Council, Tennessee Bar Association
Session IV:	"The Future of Public Employee Relations in the Public Sector"
Speaker:	Albert Leggat, City Labor Relations Advisor, St. Petersburg, Florida, Lecturer for American Society for Public Administration and International City Management Association on Labor Relations in the Public Sector

The second seminar topic was "Courts and the Community." This seminar broke from the previous pattern of weekly sessions held on Wednesday nights. All four sessions were condensed into two days (the morning sessions attracting the broadest participation; afternoon close to the size of morning programs; evenings the least and consequently dropped before the summer session in lieu of a second morning session).

Session I:	April 18, 2:00 p.m. "Have the Courts Handcuffed the Cops?"
Panelists:	Richard Bennett, Assistant Professor, East Tennessee State University
	Edgar Calhoun, Assistant District Attorney for Sullivan County, Tennessee
	Richard Pectol, Johnson City Attorney-at-Law
	Thomas Helton, Chief of Police, Johnson City, Tennessee

Session II: April 19, 9:00 a.m. "Juvenile Court Judges' Workshop"

Panelists: Elizabeth McCain, Field and Research Consultant, Tennessee Commission on Children and Youth
Judge Gilbert Torbett, Vice-President, Tennessee Juvenile Court Judges Association
Judge Wilfred Gillenwater, Bristol, Tennessee Juvenile Court
Judge Lew Taylor, Carter County Juvenile Court
Judge Jack Wiseman, Washington County Juvenile Court
Judge Shirley Underwood, Johnson City Juvenile Court

Session III: April 19, 2:00 p.m. "Kids, Drugs, and the Juvenile Court"

Speakers: Lance Evans, Assistant Attorney General for Knox County
Ambrose Moss, Special Agent for the Tennessee Bureau of Investigation

Session IV: April 10, 7:00 p.m. "Judicial Influences on Law Enforcement"

Speaker: Dr. M. Glenn Abernathy, Professor of Political Science, University of South Carolina

The third seminar, "Consolidation of Local Government Services" followed the same two-day format as the second seminar.

Session I: June 20, 9:00 a.m. - 12:00 noon "Consolidation of Governmental Services in the First Tennessee-Virginia Development District: Available Alternatives"

Panelists: Jack Strickland, First Tennessee-Virginia Development District
Lon Boyd, Judge, Sullivan County Court
Herbert Bingham, Director, Tennessee Municipal League

Session II: June 20, 1:00 - 4:00 p.m. "Consolidation of Correction Services: A Regional Jail for Upper East Tennessee?"

Panelists: Billy Kennedy, Assistant Professor, Department of Social Services, East Tennessee State University
Mark Luttrell, Commissioner, Tennessee Department of Corrections
John Beale, Regional Director, Tennessee Department of Corrections

Session III: June 21, 9:00 a.m. - 12:00 noon "Annexation and SMSA's. The Future of Consolidations in the Tri-Cities Area."

Panelists: Charles Justice, Planner, City of Johnson City, Tennessee
C. P. Curcio, Coordinator of Student Activities, Virginia Highlands Community College
Jim Geiger, Instructor, Virginia Highlands Community College

Session IV: June 21, 1:00 - 4:00 p.m. "Increased Effectiveness of Law Enforcement Services Through a Consolidation of Efforts in Upper East Tennessee"

Panelists: Richard Bennett, Assistant Professor, Law Enforcement Services, Department of Social Services, East Tennessee State University
Phil Jackson, Assistant Professor, Department of Sociology, East Tennessee State University
Melvin Tucker, Chief of Police, Morristown, Tennessee
William E. Clark, Account Executive, State and Local Government Market

The fourth and final seminar of the project, "Revenue Sharing in the First Tennessee-Virginia Development District," was a one-day program. Professional civil servants and elected officials from all levels of government, academicians, community leaders, and concerned citizens were brought together in a series of panels designed to promote discussion and a mutual understanding of the revenue sharing law.

Knowledgeable speakers trained in the administration of revenue sharing provided the basic foundation of the new program. They were followed by panelists who expanded on specific topics of local interest. Expenditures were proposed, programs evaluated, alternatives considered, and public attitudes explored. Representatives of local governmental agencies were invited to present the needs and interests of their departments. These were challenged and evaluated by citizen groups and considered in light of the existing and proposed budgets. Group discussion followed in which everyone was invited to participate. Private citizens and representatives of citizen groups were encouraged to query, challenge, compare, and evaluate all governmental spokesmen. Political communication was highly effective.

Communication was not limited to the panel sessions. In the afternoon a series of small-group, issue-oriented seminars was conducted. Spokesmen for all governmental agencies plus knowledgeable academicians and leaders of citizen groups met to discuss specific topics of interest within the revenue sharing program: streets and roads, sanitation, education, recreation, welfare, public safety, urban renewal, and others.

Discussions continued during breaks, meals, and well after the formal program had concluded. Communication which was established during the November seminar continues to this day. All sessions, major propositions, and proposals were fully reported by the regional news media.

Materials included were copies of the Revenue Sharing Act, political analyses thereof, information reports, treasury guidelines, and other detailed information.

November 15: 8:30 a.m. Opening Statement: Jack Strickland, Director, First Tennessee-Virginia Development District

8:45 a.m. - 10:30 a.m. "Municipalities-Counties: Alternatives, Plans, and Considerations"

Panelists:
Jack Strickland, Director, FT-VDD
Jack Wiseman, County Judge, Washington County, Tennessee
Lon V. Boyd, Judge, Sullivan County Court
William V. Ricker, City Manager, City of Johnson City, Tennessee
E. L. Shelor, Recorder-Treasurer, City of Kingsport, Tennessee

10:45 a.m. - 12:00 noon "FT-VDD: Alternatives and Possible Inter-local Cooperation"

Panelists:
Jack Strickland, Director, FT-VDD
P. C. Snapp, Tennessee State Planning Commission
David Scruggs, Director, First Tennessee Law Enforcement Development District

1:00 p.m. - 5:00 p.m. Small group seminars

PROJECT EVALUATION: The total series of seminars has been most successful. Attendance and interest was high and relatively constant with response and support from many different governmental agencies--municipal, county, state, and federal.

The various topics covered in separate seminars were suggested by regional governmental officials and/or agency heads. The seminars, therefore, grew from local needs and, while no pat solutions to problems emerged, at least communication and discussion focused attention on community problems. Mass media coverage was continuously good which certainly spread awareness of problems beyond seminar participants.

The program will be continued with university funds.

INSTITUTIONAL IMPACT: It is impossible to tell if this program actually got the University involved in more community affairs via "spin-off," but the good press and TV coverage has certainly made the community more aware of ETSU's presence. Since this program, the University is involved in another study for area state legislators on local government annexation. Studies are continuing under contract with local governments on consolidation of local government functions. Other requests for services included: a study of the Tri-Cities area going S.M.S.A.; a request by Governor Dunn's Commission on Women's Rights to do the political segment of their report; and a request to furnish personnel for an educational television program aimed at issues involved in the August 3, 1972 election on a constitutional amendment. The area is now aware that the University wants to be involved in community problem solving, and that it has staff expertise that can be used for more than teaching classes.

COMMUNITY IMPACT: This project assisted the people in the solution of community problems by providing them with the knowledge needed to effectively recognize, discuss, and deal with the problems. These seminars provided an open forum where all sides of an issue were presented and discussed by experts. The participants were heavily involved in developing the project in that they were the ones who determined what the seminar topics would be.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Shirley Chapman	Director	Political Science	5%
W. C. Hamann	Moderator	Political Science	5%
Victor H. Ascolillo	Lecturer - Seminar Leader	Political Science	4%
Elvin Parnell	Seminar Leader	Political Science	4%
Abbott A. Brayton	Seminar Leader	Political Science	4%
Kenneth J. Mijeski	Seminar Leader	Political Science	4%
E. F. Dale	Seminar Leader	Political Science	4%
Glen T. Broach	Seminar Leader	Political Science	4%

PROJECT PARTICIPANTS: The 217 participants were public administrative officials, the group for whom the project was intended.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was initially approved as an Institute in Public Administration--the

second year of support under Title I--to provide key governmental employees the latest information on new methods and techniques in public administration. The Institute pointed up the need for a continuing forum for discussion of various local problems. The project was amended to provide a series of seminars on selected areas of local concern. This project met this need in the Governmental Organization Services area and established the East Tennessee State University Department of Political Science as an information and research resource for local governments. This project has served to institutionalize this type of programming at East Tennessee State University.

TECHNICAL ASSISTANCE IN HOUSING

71004006

A project designed to provide financial and accounting management assistance to non-profit housing development corporations; conducted by Carson-Newman College, Jefferson City, Tennessee

PROJECT DIRECTOR

Mr. Joe M. High
Assoc. Professor, Business
Carson-Newman College
Jefferson City, Tennessee 37760

PROJECT FUNDS EXPENDED

Federal		$3,359.19
Matching		
Institutional	269.59	
Volunteer Housing Development Corp.	1,410.00	1,679.59
TOTAL		$5,038.78

COMMUNITY PROBLEM: There is a need for better housing for low-income people, the aged, and others living in substandard dwellings. The 1960 Census of Housing indicates that in the East Tennessee Development District (ETDD) twenty-one percent of the housing is deteriorating and about ten percent dilapidated. With an anticipated population growth in the ETDD in the next five years of 20,000 to 25,000 persons, it is estimated that it will require about 13,500 housing units just to keep up with the population expansion and the growth in the number of households. Another 1,500 units will be needed to replace the expected demolitions and losses from other causes. Yet this would not even begin to touch the already existing and growing housing deficit, or backlog. This need runs into tens of thousands, and there is a growing urgency to start taking some meaningful measures to fulfill this need, or at the very least to reduce its rate of accumulation. (A Feasibility Analysis and Investment Prospectus, October 1970, ETDD). There is a significant proportion of houses in a state of serious disrepair; high rents are charged for housing that is available; and there seems to be no planned action for providing equal opportunity in housing. Generally, encouragement by federal and state agencies to local institutions to avail themselves of self-help programs is not successful. Most area institutions are extremely conservative and are reluctant to take advantage of established modern financing techniques. As a result there is little building in rural East Tennessee under the new provisions of the current housing act and other incentive programs.

A number of non-profit housing development corporations have attempted to complete housing projects but have failed due to the complexities of the organizational and qualifying procedures. Currently there are at least two such corporations within the ETDD. Both corporations need technical assistance in financial management and in establishing accounting routines to assure the proper administering of financial assistance.

PROJECT OBJECTIVES: The objectives of the program are: (1) To provide the necessary financial and accounting management assistance required by non-profit housing development corporations to enable them to utilize federal and other assistance available to them in the construction of housing for low-income people; and (2) To compile a manual of financial and accounting management procedures adequate for the staffs of these non-profit corporations.

PROJECT OPERATIONS: Current financial and management methods were employed to assist the staffs of non-profit corporations to comply with the administrative requirements of governmental assistance programs. Manuals were prepared to allow the staff of the non-profit corporations to become self-sufficient in such financial and accounting management.

Technical assistance in financial and accounting management was available for a total of 205 hours during the project period. Faculty resources were limited to the project director and Dr. Gary Farley.

PROJECT EVALUATION:

Objectives vs Results

As there are now two active housing development corporations (VHDC and ETHDC) in the East Tennessee area, the project can generally be termed a success. The East Tennessee Development District now has a full time housing man on its staff who has strengthened the role of his office in housing. ETHDC is now closely associated with the development district. None of the apartment projects originally planned by VHDC have actually been implemented, and it is doubtful whether VHDC would operate such apartments as once envisioned. VHDC has become a vehicle to provide technical assistance to groups who wish to build projects under the various paragraphs of the housing act, but probably will not itself undertake the operation of such projects.

The objectives of the project were to provide the necessary financial and accounting management required by non-profit housing development corporations to enable them to utilize federal and other assistance available to them in the construction of housing for the low-income people of Tennessee.

Prior to the project there were no viable non-profit hdc's in East Tennessee although there had been a number of attempts to organize and to develop such organizations. During this period VHDC has become a viable hdc and has been instrumental in developing a more broadly based hdc.

To review: During the first months the board of directors of VHDC requested assistance in strengthening their organization. With a stronger board and help from Douglas-Cherokee Economic Opportunity Agency, VHDC was able to obtain a small grant and loan funds with which it was able to employ a director. The next several months consisted of working with both the board and the director until the director was able to pick up the projects undertaken by the board and proceed with them.

The outcome worthy of dissemination to other states is that the non-profit hdc is best utilized as a vehicle to provide technical assistance in housing to those groups who do not have expertise in obtaining federal assistance for housing developments, but who can provide the operating capability. The hdc is also a flexible vehicle and a logical adjunct to the development district. If the development district provides the technical expertise through a staff member in housing, the hdc can provide the interim framework to develop the projects which can be temporarily within the hdc, later to be operated by the developing group either within

or without the structure of the hdc. The organizational flexibility of the hdc provides for a great number of substructures adaptable to the various requirements of the Housing and Urban Development (HUD), Federal Housing Authority (FHA), the Farmers Home Administration (FHA), and others.

A manual has been prepared which should allow the staffs of non-profit hdc's to become self-sufficient in the area of financial and accounting management.

Major problems: The Morristown apartment project was abandoned late in the year. VHDC apparently adhered to all procedural requirements in applying for a project building permit; however, the Morristown Planning Commission refused to issue the required building permit. The issue was finally litigated with the court sustaining the planning commission in not issuing the permit.

In reviewing the experience of the Morristown project, the best conclusion seems to be that a community must seriously want a low-income housing project before such a project should be undertaken. The need can be there, the project can be feasible, and the capability can exist, but if the community does not want to meet the need, the project will not succeed in the long run.

We can speculate that had we been two weeks earlier, we might have succeeded. There was considerable ill-feeling in the community over a similar project that had just been approved, some thought without proper public notice. Personalities finally came to play a part in the controversy. The litigation, whether VHDC had won or lost, did not help the image of community action in the Morristown area. The expense to VHDC of the abandonment of the project and the litigation was considerable.

In Newport, a second project is underway to construct a low-income apartment project. The first attempt resulted in another developer expediting his project to completion, which did indirectly create additional housing. As a result of delays and divided efforts resulting from the difficulties with the Morristown project, funding for the Newport project has not at this time been completed.

One innovative program was to use Mainstream personnel to repair and to rehabilitate houses approved for such repairs. Generally outreach workers investigated the need for housing through the local neighborhood service centers, referring needy cases to a committee for priority ranking. During this period one house was built and a number of houses rehabilitated, but the program was less than what was hoped for. The purpose of the program was to provide training for Mainstream personnel

in the building trades and at the same time to improve the housing of the poor. It became apparent that those Mainstream personnel who could benefit from such training soon were placed in jobs, leaving those who could not learn a trade, for one reason or another, to work in the rehabilitation of substandard housing. The obvious result was that the work tended to be of poor quality under the difficult working conditions with the nature of the labor requiring maximum supervision. The program is being phased out.

Probably the most successful development during this second half year was the training of community action outreach workers to have a housing capability. The outreach workers during the fall attended a number of sessions sponsored by VHDC. Session leaders were housing project staff members familiar with the social and housing problems of the poor, sociologists, and representatives of the various state agencies who might service the needs of the poor. As a part of the duties of the outreach workers, they are to locate those who have need of better housing, then through a screening committee and referral procedures, get these people in touch with an appropriate agency to correct the problem. This is to be one of the continuing programs of the community action agency.

VHDC and the community action agencies have been able to bring a few of those in rural areas who need better housing together with the Farmers Home Administration. This has resulted in a number of houses being built in Grainger County under FHA programs.

INSTITUTIONAL IMPACT: The college continues to expand its community service programs. The new Vice President for Development is cognizant of the role of community service programs in higher education. The President of the College continues to take an active role in the community service programs. The college is already planning to provide the use of its drama facilities for the outdoor drama in Sneedville this summer.

The college will probably not play an active role in the housing development program in view of the housing expert with the development district.

The housing development is being continued by both the development district and by Douglas-Cherokee Economic Authority.

COMMUNITY IMPACT: The project has developed a housing facet to the area community action programs. This provides an organization in a community whose duty it is to seek out critical housing problems and to provide assistance and referral of the problems to agencies whose duty it is to provide assistance.

The project consisted primarily of linking Douglas-Cherokee Economic Authority, Rutledge-Grainger Economic Authority, Blount-Monroe Economic Authority (subsequently merged into one community action agency), the East Tennessee Development District, and area Federal agencies which have housing programs.

The board of directors of VHDC, who are elected as representatives of the poor, initiated the request for assistance. All work of the project has been at the request of either an hdc or a community action agency.

The community service capability of the community action agencies and the development district has been increased. The community action agencies now have a "better housing" objective and a housing specialist as a part of their basic program. The development district also has on its staff a housing specialist.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
J. M. High	Project Director	Business Admin.	15%
Dr. Gary Farley	Sessions on sociology with Outreach workers	Sociology	5%

PROJECT PARTICIPANTS: Participants were the directors, staff personnel, and outreach workers of the community action agencies and housing development corporation.

PROJECT MATERIALS: A manual has been prepared covering the area of accounting and management for non-profit housing development corporations.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded under the "Governmental Organization and Community Development Services" category as one of several programs designed to work in various aspects of community development. This project provided technical assistance in financial management for professionals and paraprofessionals employed by the Volunteer Housing Development Corporation.

COMMUNITY LEADERSHIP DEVELOPMENT FOR COMMUNITY ACTION AGENCIES

71042008

A leadership development program for Community Action Agency personnel in the Mid-Cumberland Development District, conducted by the University of Tennessee Center for Government Training, Nashville, Tennessee

PROJECT DIRECTOR

Mr. Don M. Sullivan, Director
Center for Government Training
The Jniversity of Tennessee
323 McLemore Street
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$3,762.69
Matching	1,881.32
TOTAL	$5,644.04

COMMUNITY PROBLEM: At present there are several inherent problems within the Community Action Agencies that prevent the agencies from reaching their full potential. Among these is a lack of coordinated effort between resources of community, very little if any expertise among the CAA's for program planning, development, implementation, and evaluation. More leadership is needed to provide the CAA's direction in the development of long-range planning for total community development, and a method for developing leadership, especially among the poor.

PROJECT OBJECTIVES: The specific objectives of this program are to supply CAA personnel with necessary information and background to adequately plan, initiate, and evaluate programs and policy of the Office of Economic Opportunity.

PROJECT OPERATIONS: Project activity was made up of training programs for CAA personnel. The programs were Effective Listening, Interpersonal Relations, Group Leadership and Participation, Interviewing Techniques, and Supervision.

The programs were conducted on an informal basis with lectures, films, group discussions, video-tapes, and outside assignments.

Dr. Thomas Trimble, Belmont College, Dr. Stan B. Golden, Middle Tennessee State University, and John Stone, Management Consultant served as instructors.

The project included six programs for a total of 123 classroom hours for 91 participants.

PROJECT EVALUATION: Program participants rated the value of the course as "excellent." Likewise, instructor's competence and physical facilities were given "excellent" ratings by the CAA personnel. There is no indication of any evaluation by the respective CAA's or Tennessee OEO which cooperated in this project.

INSTITUTIONAL IMPACT: The program presented by The University of Tennessee Center for Government Training was the only ongoing educational program for CAA personnel. Any future programming will depend on the CAA's request for such activitiy which has been interrupted with the phasing out of OEO, and termination of two area Community Action Agencies.

COMMUNITY IMPACT: As a result of the training programs, participants received information on the necessary skills and background to adequately plan, initiate, and evaluate programs and policies of the Community Action Agencies.

However, due to the phasing out of OEO and the closing of two of the area Community Action Agencies, whether or not these skills and background were acquired and put to use is unknown.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Thomas Trimble	Program Planning, Curriculum Development and Instructor	Psychology	10
John Stone	Program Planning, Curriculum Development and Instructor	Management	20
Stan B. Golden	Program Planning, Curriculum Development and Instructor	Psychology	10

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded under the "Governmental Organization and Community Development Services" category and was designed to provide training for the staffs of the selected community action agencies. It was closely associated with the goal of meeting the human resource needs through training for para-professional personnel.

CONSUMER EDUCATION

71033011

A two-phase consumer information program for low-income residents of Metropolitan Nashville - Davidson County; conducted by Tennessee State University

PROJECT DIRECTOR

Marylouise E. Ritter
Asst. Prof. of Home Economics Educ.
Dept. of Extension & Continuing Educ.
Tennessee State University
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$6,400.00
Matching--Institutional	3,365.99
TOTAL	$9,765.99

COOPERATING INSTITUTION OF HIGHER EDUCATION

The University of Tennessee at Nashville

COMMUNITY PROBLEM: Inhabitants of Metropolitan Nashville with low incomes are frequently victims of their own ignorance of consumer economics and laws affecting the consumer. They receive less for their meager incomes in the way of nutritious food, shelter, clothing, transportation, and insurance because of their inability to shop wisely. In many instances misuse of credit and lack of budgeting lead to heavy and insurmountable debts with the prospect of the application of the garnishee laws. Often these people are taken advantage of by loan "sharks" and unscrupulous salesmen because of their lack of knowledge of finance and merchandise selection. Eviction from sub-marginal, high cost housing and loss of merchandise purchased on the installment plan are often caused by failure to understand the legal terminology of contracts.

PROJECT OBJECTIVES: The objectives of the program are: (1) To instruct low-income groups in the ways and means of securing maximum buying power from the income they receive; (2) To inform these groups as to the responsibility of the law and courts in protecting consumer rights in inscallment buying, credit, minimum wage, housing, and garnishments; (3) To induce the awareness of the utilization of the food stamp program in securing better nutrition and wise purchasing of food.

PROJECT OPERATIONS: The project consisted of two phases. Under Phase I of the program, selected community aides were trained to function as teacher aides, consultants on consumer education and contact persons for the major part of the program directed toward the disadvantaged. The second phase of the program was a series of 30 sessions of two hours duration conducted for the disadvantaged of metropolitan Nashville.

Phase I was a six week training period for aides from July 12, 1971, to August 17, 1971. Training sessions were held at the Y W C A Blue Triangle Branch. Registration was completed with 22 women enrolled. Sessions were held each Tuesday, from 10 a.m. to noon.

Session I July 20 -
1. Getting acquainted.
2. Distribution of name tags and kits.
3. Explained tentative plans for the next four weeks.
4. Explained terms and titles.

Session II July 27 -
1. Explained the job of teacher aide to program assistant.
2. Standards for teacher aides.
3. How to make home visits.
4. How adults learn.

Session III	Aug. 3 -----	Consultant - Mrs. Alonzo Stephens, Associate Professor in Sociology - Tennessee State University. THEME: "HOW TO MAKE INTERVIEWS AND DO CASE STUDIES"
Session IV	Aug. 10 -	1. How to interest the homemaker in the information or training you are trying offer them. 2. Basic concepts on money management. 3. Self-evaluation.
Session V	Aug. 17 -	1. Aides assisted in developing case studies about problems they faced, on making contacts with the low-income of North, South, East and West Nashville.

After the aides were trained in Phase I, they assisted in recruiting disadvantaged citizens for the Phase II consumer education sessions.

The following is a schedule of activities for Phase II of the project:

Activity	Presented by
Budgeting: How to plan one's daily needs	M. E. Ritter & C. Alexander
Food planning, purchasing, preparation, and serving	C. Alexander
Clothes: Planning, purchasing, and care	M. E. Ritter
What Metro Councilman Can Do To Help the Low-Income of Metro Nashville	City Councilmen: Reasoner, Jakes, Jones, Haddock, Douglas
Clothing Construction and Renovating	M. E. Ritter
Bringing in of articles suitable for renovating--discussion of possibilities	M. E. Ritter
Legal Aid to Help the Low-Income Citizens of Metro Nashville	M. E. Ritter & Aides
Report on Legal Aid Experiences with participants, help given	Aides
Food Stamp Program and Surplus Food	C. Alexander
Consumer Counseling--Organizations for Consumer Protection, Garnishment	Mr. Abe Pilsk
Savings--Funerals--Wills	Mrs. Indiana Ridley
Social Security, Medicare, Health	Mrs. F. Martin - Social Worker
Housing and the Low-Income	Mr. John Otey - Real Estate
Preparation for Closing	M. E. Ritter, Dr. Farrell C. Alexander and Aides

Closing Ceremonies and Awarding of Certificates	M. E. Ritter
Report on experiences with participants in the Food Stamp Program	Aides
Purchase and Care of Household Equipment	L. B. Redmond and M. E. Ritter
Unethical Advertisement and Its Effect Upon Consumers	Panel Discussion by Group and Aides
Planning Insurance On A Low Income Budget	Bill Bailey
Menu Planning	C. Alexander & Aides
Making Original Menus-Preparing Samples for Testing	C. Alexander & Aides
Period of Self-Evaluation	Aides
Gardening to Fill the Bread Basket-Improving Surroundings	C. Hardy
Cultural Experience from NASA	R. S. Ritter
In field with aides	M. E. Ritter
An Evening of Consumerism - St. Paul Methodist Church	Presented by aides
Testimonials of benefits from the project	Aides
Presented certificates to last aides trained	M. E. Ritter

In addition to the regularly scheduled sessions of Phase II, these activities were conducted by the aides: food shopping tours, in which the aides gave helpful advice on shopping for food bargains; weekly sewing workshops in which old clothing was renovated and new clothes were made; consumer education classes in homes for the elderly and in low-income housing projects.

PROJECT EVALUATION: As a whole, the project can be termed a success. Some aspects were not entirely successful, particularly the attendance at the lecture-discussion sessions. It was found that the very people who needed the information most were the hardest to attract. Phase I was successful in meeting the specific objectives of the project. The selected aides were given a sound background in consumer economics in order to carry out Phase II.

Aides worked mainly with women residents of low-income housing projects and homes for the elderly. In their reports, the aides were able to cite numerous instances where their training in consumer education enabled them to help others. They went grocery shopping, reading labels, selecting best buys, and planning low-cost menus. Aides assisted families in obtaining food stamps, legal aid, and employment. A sewing group was started in which clothing was renovated and constructed. It was in these "one-on-one" situations where the aides were able to give assistance to individuals that the program was most successful, although, that type of activity is hard to accurately measure.

INSTITUTIONAL IMPACT: An on-going class in Consumer Education has been established as a part of the Department of Extension and Continuing Education's curriculum. This project, in addition to a similar Title I project in Chattanooga, played an important role as a prototype for the current Title I project, "Statewide Consumer Education," which is conducted by fourteen institutions of higher education across the State.

COMMUNITY IMPACT: Community leaders in church and civic clubs offered and gave support to the project.

VISTA, in its outreach program, has added consumerism to help the very deprived White and Black population;

The impact of this program has caused consumer education to become a part of the YWCA's Adult Program.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Dr. James E. Farrell	Director of Extension and Continuing Educ.		5%
Mrs. Marylouise Ritter	Project Coordinator Instructor	Home Economics	15%
Miss Christine Alexander	Instructor	Home Economics	15%
Mr. Robert Derden	Instructor	Low-Income Specialist	15%
Mr. W. E. Officer	Instructor	Agriculture	15%

PROJECT PARTICIPATION: Most participants were black; all were female; most of them were residents of low-income housing or homes for the elderly; educational level was generally low; and the majority were unemployed. A total of 554 people attended the sessions.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded to initiate a consumer education program for the Nashville area. Although it was somewhat limited in scope, it did provide some programming experience for the institution's participation in the Statewide Consumer Program funded under Title I during fiscal years 1972 and 1973.

COMPREHENSIVE CONSUMER EDUCATION PROJECT

71042012

A two-part consumer education project for teachers, welfare workers, aides, and low-income residents of Chattanooga; conducted by The University of Tennessee at Chattanooga

PROJECT DIRECTOR

Dr. Glenn L. Bushey
Director of Continuing Education
The University of Tennessee
at Chattanooga
Chattanooga, Tennessee 37401

PROJECT FUNDS EXPENDED

Federal	$ 9,200.00
Matching--Institutional	4,600.00
TOTAL	$13,800.00

COMMUNITY PROBLEM: In today's world, it is highly important that consumers be prepared to operate effectively and wisely in the market place. This fact has received nationwide attention. Many authorities believe that consumer education is basic to consumer protection

Inhabitants of the core city, the elderly, and those with little formal education are frequently victims of their own ignorance of consumer economics and laws affecting the consumer. They often receive less for their meager financial resources in the way of nutritious food, shelter, clothing, transportation and insurance because of inability to shop wisely. They are usually more vulnerable to high pressure tactics of the "smooth" unscrupulous salesman, and often fair prey for loan "sharks." Eviction from sub-marginal, high cost housing and loss of merchandise purchased on the installment plan in many instances is due to failure to understand the legal terminology of contracts.

PROJECT OBJECTIVES: The objectives of the program are: (1) to train teachers, teacher aides, and welfare workers in the content and methodology of consumer education; (2) to provide consumer education information through continuing education classes in the Chattanooga and Hamilton County Public School System, Community Action Centers, the Model Cities area, the Senior Citizens Center, and through educational television; (3) to provide information and assistance in consumer education to those with consumer problems through an established center; and (4) to disseminate consumer education information to community organizations by means of a speakers bureau.

PROJECT OPERATIONS: Initially, community organizations interested in cooperating with the University were contacted and officials from these organizations were invited to serve on an Advisory Committee to assist in developing the curriculum and formulating plans to deliver consumer education to the consumer and to attain the other objectives listed. Also, an instructional staff selected from the University faculty, plus some specialists from the community were selected. At the first meeting of the Advisory Committee, to which instructional staff members were also invited, the director outlined in some detail the scope of the project, its objectives, and plans for implementation. During the discussion period, a number of suggestions were made in connection with ways and means of making the program as effective as possible. Also, subcommittees with assigned responsibilities were appointed.

After getting a sampling of opinion from consumers, the content curriculum was established plus two additional topics on Effective Teaching and Communication and Use of Audio-Visual Aids in Effective Teaching were included for the training programs for professionals and

paraprofessionals. In Phase I, classes for professionals and paraprofessionals at the University and those scheduled at Senior Neighbors met once each week for a period of two hours. Topics covered were: Introduction and Need for Consumer Education; Installment Contracts and Garnishment; Savings and Credit; Nutrition, Clothing, A Balanced Diet at a Reasonable Cost, Purchase and Care of Clothing, Economics in Drug Purchases; Insurance Counseling--Life, Health, Accident, and Automobile; Transportation Planning--Automobile Purchase and Maintenance, Other Modes of Transportation; Unethical Advertising--What Goes On in the Market Place; solving Consumer Problems; Community Organizations to Aid the Consumer.

In Phase II, the above content topics were presented directly to consumers in the core city by the faculty for Phase I with the assistance of the professionals and paraprofessionals trained in the first phase. Sessions were scheduled in the three Community Action Neighborhood Centers. In an attempt to stimulate attendance, thousands of leaflets were distributed, field workers encouraged people to attend the sessions and transportation was provided whenever possible. When attendance at night dropped too low, sessions were cancelled and rescheduled during the day.

In the presentations, lecture-discussion, problem solving, films, slides, tapes, hand-outs, blackboard illustrations, and quizzes were used. Both University personnel and specialists from the community were involved in the program.

Work toward the attainment of other program objectives was carried on largely by sub-committees under the supervision of the director.

The speakers' bureau was established by securing the consent of eighteen people to serve as speakers on their selected topics. Speakers' kits were provided and speakers were briefed. The list of speakers and their topics were duplicated and mailed to community organizations so that speakers could be contacted directly for speaking engagements. The bureau has been reorganized and will arrange to have speakers scheduled through the Office of Continuing Education so that better control of the operation is possible.

Consumer Information and Assistance Centers were set up in each of the three Community Action Agency Area Neighborhood Centers by selecting in each center, three of the most competent professionals trained in Phase I to serve as counselors. Leaflets describing the services were distributed widely. Model Cities set up their own centers (2) after having some personnel attend consumer education sessions.

After determining that the budget would permit the production of two 30-minute films, the appropriate sub-committee requested Community Action Agency officials to survey consumers in their service areas to determine the two topics considered most important. Housing and Credit

were selected. The sub-committee then engaged a script writer and Channel 45 named the producer. Members of the sub-committee assisted in locating local talent to participate in the production. The script and the production were reviewed by members of the sub-committee as well as Dean Philip Vairo and Vice Chancellor Brownley of UTC. Script writing, film production and film processing required much more time than estimated. However, cooperation of people in the community who participated in the production was generally very good.

PROJECT EVALUATION: Oral comments by participants, data from questionnaires and the report of Dr. Drum based on pre-testing and post-testing indicate that the activities in Phase I were fairly successful. Need for consumer education was recognized enthusiastically and participants tested apparently profited from the instruction provided and not only have the added capacity to be more effective consumers but also better counselors of consumers.

In Phase II, results were not uniform. Initially, there were disappointments in the efforts to interest large groups of consumers in improving their competence as consumers. However, as time passed there appeared to be a considerable growth in the awareness of the need for consumer education and an increased desire for assistance in solving consumer problems. Sessions scheduled during the day were well attended and in at least one of the information and assistance centers demand for services has increased very dramatically.

The speakers' bureau has not been used as extensively as was hoped, but it will continue to operate and there will be an effort to stimulate more interest. Members of the bureau have appeared before civic groups, school groups and on radio.

Except for some work reported by Model Cities personnel, there was little success in getting consumer education to those enrolled in adult basic education. Since most of the teachers of ABE work full-time during the day and teach the adults at night, it was difficult to get them enrolled for training.

The two films produced were satisfactory. Although an amateur production, the quality is fairly high. It is believed that these films do get over the desired message in an effective manner, and it is hoped that they will be widely used in the future by social agencies, schools, and other community groups.

Success attained can be attributed in large measure to the involvement of a large group of interested and dedicated people from an imposing list of community agencies. The fact that consumerism is receiving

national attention at this time was also a factor in maintaining interest in the program. Support of the business community, particularly through the cooperation of the Chamber of Commerce, Retail Merchants' Association and Better Business Bureau contributed to success of the project.

Some failures can be attributed to lack of sufficient understanding of the target group and inability to communicate effectively with them, the distrust by the disadvantaged of the more affluent in some instances, the inability of some of the instructors to pitch their instruction to the proper level, and attempting a program that was too comprehensive and time-consuming to be most effectively directed within the limits of time available to the director.

Perhaps the model of organization involving the business community, non-profit educational institutions along with social agencies can be used by other institutions contemplating similar programs. Wide community involvement is essential to the success of this type of program.

Parts of the project were continued under Title I projects 72042005 and 73042001 (Statewide Consumer Education I & II). Other elements of the project will be continued through activities and programs in the Model Cities area Welfare Department, Community Action Agency, Family Service Agency, Continuing Education Centers, and the University.

INSTITUTIONAL IMPACT: No other institutions of higher education participated in this project. However, as a result of this project and one conducted last year, other institutions have become interested in sponsoring similar programs. The present Statewide Consumer Education Project was probably developed, at least in part, as a result of this experience.

COMMUNITY IMPACT: A fairly large number of community leaders and organizations were involved in this project. On the Advisory Council were representatives of the Chattanooga and Hamilton County Public Schools, the Community Action Agency, Model Cities, Department of Public Welfare, Credit Bureau of Chattanooga, Better Business Bureau, Legal Aid Society, Greater Chattanooga Chamber of Commerce, Chattanooga Retail Merchants' Association, Senior Neighbors of Chattanooga, Inc., the Family Service Agency, and the Mayor's Office. These persons have been involved in the planning and organization of the project. Many of the organizations named above have sent personnel to the training sessions in Phase I or have provided instructional personnel.

It is believed that the service capability of some of these organizations will be increased because some of their personnel will have a knowledge of consumer economics and protection to use in carrying out their responsibilities in working with the underprivileged.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Dr. Glenn L. Bushey	Director	Education	25%
Dr. Philip D. Vairo	Planning	Education	2 lectures of 2 hours each
Dr. Charles Hyder	Planning & Instruction	Education	2 lectures of 2 hours each
Dr. David Drum	Planning & Instruction	Education	
Mrs. Mary Jo Cochran	Planning & Instruction	Home Economics	6 lectures of 2 hours each
Dr. Frederick Peery	Instruction	Bus. Admin.	6 lectures of 2 hours each
Mr. B. T. Scruggs, Jr.	Instruction	Sociology	6 lectures of 2 hours each
Mr. Allison von Slagle	Planning	Education	2 lectures of 2 hours each
Mr. Harry McKeldin	Planning	Education	

STUDENT INVOLVEMENT:

Activity	No. of Students
Students compared prices of selected grocery items in 8 different stores--4 supermarkets, 1 convenience store, 1 independent, 2 neighborhood stores	15
Student worked with low income family in consumer education	1

PROGRAM PARTICIPANTS: A total of 335 people attended the sessions. Approximately 60 of the participants were the teachers, teacher aides, and welfare workers trained in Phase I. The remainder of the participants were primarily low-income, Black, and elderly.

PROJECT MATERIALS: Two 30-minute films were produced - "Home Sweet Home" and "The Credit Contract."

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was a continuation and expansion of an earlier project (70042017) in the human resource development area. This project provided some background and experience for the Statewide Consumer Education Program funded in fiscal years 1972 and 1973.

SEMINARS IN LEGAL RIGHTS FOR LOW-INCOME COMMUNITY LEADERS

71042013

A "preventive law" program intended to assist low-income residents of Knoxville in avoiding legal difficulty and in securing entitlement under programs established for their benefit; conducted by The University of Tennessee College of Law

PROJECT DIRECTOR

Frederic S. LeClercq
Assistant Director, Legal Clinic and
Associate Professor of Law
College of Law
The University of Tennessee
Knoxville, Tennessee 37916

PROJECT FUNDS EXPENDED

Federal	$ 7,457.41
Matching--Institutional	3,728.71
TOTAL	$11,186.12

COMMUNITY PROBLEM: The problem at which this program was directed was the low level of legal competence of low-income people in Knoxville, Tennessee. Legal competence consists of an awareness of one's legal rights coupled with a predisposition to assert those rights. This project was intended to create an awareness of legal rights among the various low-income community leaders and citizens who attended the seminars. Persons lacking in legal competence (which is closely associated with educational level and economic level) are often victimized by unscrupulous landlords and creditors. They are unable to assert their rights effectively against public administrative agencies and private institutions with interests adverse to theirs.

PROJECT OBJECTIVES: The specific objectives of the project were to increase the legal competency of low-income people in Knoxville; to enable low-income community leaders to serve their constituencies more effectively; and to increase the legal assertiveness of low-income citizens. The means through which these goals were attained were in the holding of seminars in the low-income community and in the preparation of written reports on selected problem areas of the law for distribution in the low-income community. These reports were designed to inform citizens of their legal competence.

PROJECT OPERATIONS: Each seminar lasted approximately two hours and involved a presentation from materials which had been identified as relevant to the problem under discussion. The format or methodology of the seminars generally consisted of a substantive presentation followed by a question-and-answer period. The substantive presentation was based upon Federal and State statutes, administrative regulations, and cases in the problem area. In some instances legislative histories of particular statutes were developed because of the light which Congressional statements and committee reports threw onto the problem. The legal literature was canvassed and a substantial number of law review articles were identified as relevant to the problems discussed. The identification and study of the legal resources described furnished the materials upon which the seminars were based. A serendipitous result of the seminars was the initiation of litigation within some of the topic areas as a result of the lawyer-client contacts developed during the course of the seminars.

During the two-year grant period, there were 38 seminars presented and 1,742 participants. The responses from the seminar trainees appeared to be favorable; for example, the presentations before the New Careers Trainees were favorably received both by the trainees and the New Careers staff. Another seminar was instrumental in the organization of a civic association in the only relatively stable integrated community in

Knoxville and provided leaders of that community with assistance in successfully defeating a proposal before the Knoxville Municipal Planning Commission for a change to high-density zoning which would have jeopardized the viability of the neighborhood. Several seminars on school integration were of assistance to Black parents who wished to protest the closing of the predominately-Black Cansler Elementary School which would entail their children walking substantial distances to school in other neighborhoods. The seminar to the Tabernacle Apartments Civic Association has resulted in the formulation of a new agreement between the tenants and the Authority which is protective of tenant rights. In addition, there has been a substantial increase in the number of tenants from the Tabernacle Association which have consulted the Legal Clinic on housing and other problems. At least one seminar proved to be counter-productive--at least in the short-run. The seminar of 4/27/72 with the Gresham Junior High School Parents' Association at Christenberry Homes focused on suspension, corporeal punishment and disciplinary procedures in the public schools. The parents were concerned about arbitrary suspensions and the infliction of corporeal punishment by school authorities. Corporeal punishment in the public schools was expressly forbidden by an ordinance of the city of Knoxville. However, corporeal punishment continued to be practiced. This seminar was followed by a meeting with top school officials who agreed to remind all school administrators of the Knoxville ordinance against corporeal punishment and that strict conformity to this ordinance would be required. The victory proved Pyrrhic since the city of Knoxville subsequently repealed the ordinance.

One of the highlights of the second year of the grant was a close association with the Coalition of Social Organizations and recipients of social services in the Knoxville Metropolitan Area. A position paper in opposition to HEW rule-making was submitted on behalf of that group to the Department of Health, Education & Welfare as a result of a training session conducted before this group. It is of interest that HEW elected not to pursue its originally proposed rule-making. Access to Title I resources was of considerable assistance to the above groups in apprising them of their legal rights and means whereby they could participate in the administrative rule-making process.

Another highlight of the presentations during the second year was that arrangements were made through the Knoxville Community Action Program for a series of seminars including all out-reach workers and social service workers employed by the Knoxville C.A.C. These seminars revolved around substantive issues which C.A.C. personnel requested to be discussed.

A third series of three seminars focused on flood relief and was directed primarily toward the Fifth Avenue Community Improvement Association and to the First Creek Taxpayer's Alliance, consisting of citizens from low to middle incomes living in the First Creek Flood Zone, in the City of Knoxville.

PROJECT EVALUATION: The specific results of several of the seminars above show that this project did have an impact upon the Knoxville community. The records maintained by the Legal Clinic at the University of Tennessee on sources of client referrals to the Legal Clinic reveal that there have been a substantial number of client visits to the Clinic on matters discussed in the Title I seminars in which the client was either a trainee at one of the seminars or was referred by one of the trainees at one of the seminars. It is believed that in a project of this type the substantive matters discussed percolate through the community by word of mouth. The substantive content of the seminars is propagated in the community in a manner comparable to the "multiplier effect' which takes place with the infusion of money into the economic system. It is, of course, difficult to measure precisely the effect of these presentations or, indeed, of any purely educational program. The absence of precise quantitatively verifiable standards should not be a bar to continued programming of this nature. This program has generated sufficient identifiable feedback in the form of cases to the Legal Clinic and group activity in the Knoxville Community to justify its existence.

An article on the "235 Housing Program" was one of the results of research and seminars conducted on that question. It is interesting to note that Knoxville is one of the top communities in the United States in the construction and sale of homes financed under Section 235 of the Housing Act. There have been a number of verifiable instances of referrals to the Legal Clinic and purchases of Section 235 homes arising out of the seminars on this topic. Publication of the article on 235 Housing has been accomplished and copies are available on request.

During the course of the grant there were 38 seminars presented which reached approximately 1,742 people. The response of the groups which were included in the seminars was highly favorable; and in a number of instances, in part as a result of the seminars, the community groups undertook community action programs directed towards matters which had been raised in the Title I seminars.

INSTITUTIONAL IMPACT: It is believed that the formation of this program is appropriate to a community education effort in legal rights. The program has strengthened the community service activities of the College of Law and a number of Clinic students have assisted in the collection of materials which were used in the presentations. In addition, some Clinic students have made presentations on topics covered by these seminars with the use of materials which were gathered for the Title I seminars.

COMMUNITY IMPACT: The leadership of the Knoxville Community Action Program was involved in the planning and implementation of this project. All presentations to the New Careers Trainees were coordinated through the Knoxville Community Action Program. The topics selected for presentation to the New Careers Trainees were suggested by the Community Action Program staff. The topics discussed at other seminars were initiated by the groups which required assistance.

One comment which goes to methodology would be appropriate here: No effort was made in this program to bring together otherwise unrelated individuals into a group for the purpose of holding seminars on legal rights. Such a project, it is believed, would have been far too ambitious for the limited funding of this program. Even with much more extended funding, it is extremely difficult and often fruitless for a program to attempt to organize communities around particular issues. What this training program did was to identify existing community groups which were desirous of obtaining legal information relevant to group problems. Presentations were made to these existing groups on subjects of interest to individuals belonging to the groups. With the exception of presentations made to the New Careers Trainees, many of the presentations were in response to emerging and amorphous community groups. For example, the presentation in East Knoxville which led to the formation of the East Knoxville Civic Association was occasioned by the threatened high density zoning which would have jeopardized the ethnic viability of the relatively stable integrated community in that part of East Knoxville. Another example can be seen in the presentations made in the College Homes Community of West Knoxville. The closing of Cansler Elementary School prompted a request for the seminars by a Coalition of Community Organizations including the West Knoxville Neighborhood Center. Research and materials which were developed were in response to special perceived needs of parents in the community.

Citizens living in the First Creek Flood Plain were apprised of their rights to flood relief and assisted in becoming acquainted with the process for presentation of grievances to the Knoxville City Council. Partly as a result of the seminars with the First Creek residents, several community groups were organized which successfully petitioned the Knoxville City Council to appoint a Councilmanic Committee to consider the problems of First Creek. Continuing service to the First Creek citizens and to the Councilmanic Committee was provided through the Legal Clinic.

The Community Action personnel in Knoxville were assisted in resolving problems and increasing their knowledge in recurring legal problems of the poor such as welfare, landlord/tenant relations and consumer rights.

Several new community organizations have been spawned by this project including the East Knoxville Civic Association (an association of homeowners); the Coalition of Neighborhood Organizations; a West Knoxville group concerned about public education. In addition, the program assisted several organizations in defining their institutional missions and solidifying community support.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Frederic S. LeClercq	Project Director & Seminar Leader	Law	10-20%

STUDENT INVOLVEMENT: Eighteen law students conducted research and collected data.

PROGRAM PARTICIPANTS: The 1,742 participants were primarily residents of low-income areas in Knox County.

PROJECT MATERIALS: An article, "Entitlement Under Section 235 of the National Housing Act," by the project director was published in The South Carolina Law Review.

RELATIONSHIP TO OVERALL STATE PROGRAM: This was one of several projects funded under the human resource development category in an effort to inform the disadvantaged population in selected areas about their rights and responsibilities. These projects met a need of the target population and assisted in the development of the Statewide Consumer Education Program funded in fiscal years 1972 and 1973.

DEVELOPMENT OF STATEWIDE GOVERNMENTAL TRAINING

71042015

An effort to identify training needs of Tennessee state and local governments and develop a proposal to provide this training; conducted by The University of Tennessee Center for Government Training, Nashville, Tennessee

PROJECT DIRECTOR

Don M. Sullivan, Director
Center for Government Training
The University of Tennessee
323 McLemore Street
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$6,534.95
Matching--Institutional	3,267.48
TOTAL	$9,802.43

COOPERATING INSTITUTIONS OF HIGHER EDUCATION

Austin Peay State University
Columbia State Community College
Dyersburg State Community College
Jackson State Community College
Middle Tennessee State University
Tennessee Technological University
Walters State Community College

COMMUNITY PROBLEM: There are 95 counties, 24 state departments and 317 incorporated cities in Tennessee. Five of the counties have populations in excess of 100,000. Eight municipalities have populations in excess of 25,000. Sixty-three counties have populations less than 25,000 and 289 municipalities have populations less than 10,000. The state departments, large counties, and large cities have taken limited steps to identify their training needs and to provide in-service training programs for their personnel. The remaining units of local government are generally too small and do not possess the expertise to identify their training needs by priority unassisted.

While statewide training for state and local governments had been undertaken for the past four years there has not been developed a formalized delivery system that involves the major higher education units within the state. This is needed if full advantage is to be taken of the manpower and resources available on a regionalized basis for a coordinated training effort.

PROJECT OBJECTIVES: The objectives of this program were: (1) to conduct a coordinated statewide survey by which the training needs of Tennessee state and local governmental units and related governmental associations are identified; (2) to compile and disseminate current information to state and local governmental units, institutions of higher education, professional associations, and related governmental organizations throughout the state; and (3) to utilize the information obtained from the Training Needs Survey in the design, development and implementation of statewide coordinated training and career development programs necessary to assure quality public service in Tennessee.

PROJECT OPERATIONS:

DETERMINING TRAINING NEEDS IN TENNESSEE GOVERNMENT

A statewide, comprehensive survey was conducted in order to identify training needs of Tennessee State and local government units and related associations. Instruments developed for this survey have been with full cooperation and participation of the government agencies listed. Activities in carrying out this survey have included mailing approximately 10,000 questionnaire instruments throughout the state; personal interviews with selected state departments, local government officials and employees, government related associations and agencies; regional follow-up meetings with government officials and cooperating university personnel in program planning, including the identification of training priorities, training timetables, training staff required, and evaluation techniques.

The survey has secured information regarding public service needs of state, local, and governmental related agencies and associations, and compiled for dissemination current information on education, professional associations, and related organizations throughout the state. Priority needs have been determined and disseminated to all levels of government; training and career development programs have been designed and developed on a statewide basis.

Following the completion of the survey, the proposal below was developed:

A LOCAL GOVERNMENT TRAINING SYSTEM FOR TENNESSEE

I. Advisory Resources for Local Government Training

Local government training must first bring together in a cooperative manner those for whom the training is offered and those who will present the training. To assure this involvement, the following groups shall be organized:

A. Advisory Council for Local Government Training Policy

The function of the Advisory Council for Local Government Training Policy shall be to recommend plans and programs relating to the full range of training needs of Tennessee local governments. This shall include policy and planning relating to training, review of state and Federal programs for support of training, establishment of priorities for training, and evaluations of the effectiveness of accomplished training activities.

This Advisory Council is an indispensable mechanism for assuring client representation and participation in the total effort of government training. As such, the basic make-up of the Council is from the client groups with minimum representation from higher educational institutions. However, to assure adequate input from all participating institutions and the central administrative agency, the Council shall be served in a staff capacity by the Advisory Committee of Cooperating Institutions and the Center for Government Training.

The composition of the Advisory Council shall be:

1. Two members representing Tennessee Municipalities
2. Two members representing Tennessee Counties
3. One member representing Tennessee Development Districts
4. Two members representing the Executive Branch of the State of Tennessee

5. One member representing the Office of the Comptroller of the State of Tennessee

6. One member representing the Tennessee Higher Education Commission

7. One member representing private universities

8. One member representing the Regents universities

9. One member representing The University of Tennessee

These 12 members shall be appointed by the Governor of Tennessee from recommendations made by the Tennessee Municipal League for municipalities; by the Tennessee County Services Association for counties; by the Council of Development Districts for development districts; by the Governor for the Executive Branch; by the Comptroller for the Office of the Comptroller; by the Executive Director for the Tennessee Higher Education Commission for the Commission; by the Private College Association for private colleges; by the Chancellor for the Regents universities; and by the President for The University of Tennessee. Each member's appointment shall be for the same period as the term of the Governor.

B. Advisory Committee of Cooperating Institutions

The function of this Advisory Committee shall be to participate in all aspects of planning for local government training and in determinations of the most effective use of all financial resources, manpower resources, and physical facilities available to the training effort. This Committee shall provide the basic means for each institution or campus to communicate its desires to be involved in specific training programs. In serving as a staff to the Advisory Council each participating institution will be a part of the total policy planning and development of training.

II. Regional Local Government Training Centers

One of the purposes in developing a statewide system is to utilize effectively the interest and resources of many of the state's educational institutions. Therefore, all institutions of higher education shall be considered as potential parts of the training delivery network. As the total of training is expanded it is hoped that many will participate to the degree each is interested and needed.

At the outset, ten public university campuses shall be requested to participate as Regional Local Government Training Centers. Each Regional Center will determine the degree to which it actively participates from the beginning of the program and will understand that such

participation may vary by institution and over any given period of time. Other institutions which have been involved with local government training but which do not become Regional Local Government Training Centers will be encouraged to continue their involvement within the training network.

Each Regional Local Government Training Center shall cooperate to the degree and in the fashion determined by its own administration. At the outset there shall be no attempt to define the geographical area to be served by any campus, since the training programs themselves determine the area to be covered in each case. Initially, each recognized from the beginning that all training will not occur in Regional Centers and that any other willing institution will be invited to participate.

The actual involvements of the Regional Centers shall be determined by the campus representatives on the Advisory Committee of Cooperating Institutions. However, it is anticipated that through this Committee each Regional Training Center will participate and cooperate in the following activities relating to public service training: 1) Planning of the statewide program, including financial planning as appropriate; 2) Surveying "training needs"; 3) Determining priorities and timing for training; 4) Locating and providing physical facilities; 5) Locating and providing instructors; 6) Promoting training; 7) Evaluating training efforts.

The initial group of ten campuses invited to serve as Regional Local Government Training Centers shall be:

1. Memphis State University
2. The University of Tennessee at Martin
3. Austin Peay State University
4. Tennessee State University
5. The University of Tennessee at Nashville
6. Middle Tennessee State University
7. The University of Tennessee at Chattanooga
8. Tennessee Technological University
9. The University of Tennessee, Knoxville
10. East Tennessee State University

III. Central Administration of Local Government Training

The Center for Government Training of The University of Tennessee shall serve as the central administrative and operating agency for the Tennessee Local Government Training System. This Center with its field staff shall serve with the Advisory Committee of Cooperating Institutions as the staff to the Advisory Council. The Center shall also provide liaison to the Regional Centers through its staff. The Director of the Center and the Advisory Committee shall jointly develop and provide for adequate two-way communication with each Regional Center to assure complete knowledge and understanding regarding all of the training effort.

More specifically, the functions of the Center for Government Training, as the central administrative agency, shall include the following: 1) Serve as coordinator for the statewide training system; 2) Serve as staff for both the Advisory Council and the Advisory Committe; 3) Be responsible for determining training policies and plans in conjunction with both Advisory Groups; 4) Developing and refining of course materials in conjunction with the Advisory Committee; 5) Establishment of priorities for training by time and place in conjunction with the Advisory Committee; 6) Development and promotion of training in conjunction with both Advisory Groups and other governmental agencies; 7) Identification of qualified instructors in conjunction with developed policies; 8) Evaluation of training efforts in conjunction with the Advisory Groups; and 9) Serve as day-to-day operator of the training delivery system.

IV. Implementation

The Governor, on endorsement of the plan submitted by the Governor's Local Government Training Committee, shall invite the agencies listed in the final paragraph of Part IA above to nominate members to the Advisory Council. In addition, the Governor shall ask the President of The University of Tennessee and the Chancellor of the Regents Universities to arrange for participation in the Advisory Committee of Cooperating Institutions. The Governor shall call the first meeting of the Advisory Council at which time it shall elect a chairman and organize itself.

The Center for Government Training shall call the first meeting of the Advisory Committee of Cooperating Institutions at which time it shall elect a chairman and organize itself.

V. Review of Plan

One year after the initial meeting of the Advisory Council for Local Government Training, a review of this plan shall be made by the Advisory Council. Such changes as may be necessary shall be made at that time.

Governor Winfield Dunn promulgated this Plan in early 1973 and it is being implemented under a Title I project (73042005) during an eighteen-month period (July 1, 1973 - December 31, 1973).

PROJECT EVALUATION: The project was successful by the fact that it accomplished the stated objectives:

1) Training needs of State and local governments were identified.
2) The information received was disseminated to State and local governments, institutions of higher education, professional associations and government-related agencies.
3) The information was utilized in the design and implementation of the Statewide Coordinated System.

The model used could be utilized by other states and institutions of higher education.

INSTITUTIONAL IMPACT: The impact has and will be great. The statewide system will encompass State and local governments in Tennessee. In addition to the government agencies a system of ten regional educational institutions has been set up through the Governor's Local Government Policy to deliver this statewide system. It is anticipated that educational institutions will be enhanced by their involvement in this statewide system.

COMMUNITY IMPACT: Through the mailing of thousands of surveys to virtually every unit of State and local government and the direct involvement of governments and community leaders through the Direct Planning and Development meetings held across the state, the people affected have been involved in the planning, development, and implementation of this project.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Don Sullivan	Project Director	NA	1%
Everett Smith	Administrative	NA	10%
Alan McLeod	Administrative	NA	On ad hoc basis
Robert Hughes	Administrative	NA	On ad hoc basis
Joseph Reina	Administrative	NA	On ad hoc basis

PROJECT MATERIALS: Training Needs in Tennessee Government, a summary of the statewide training needs survey was published. Copies are available on request.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded in an effort to meet the need for training programs for government officials and employees through a Statewide survey of training needs and the development of a Statewide approach to governmental training. This project was part of the continuing commitment to the area of governmental training evident since the inception of Title I in Tennessee. This project resulted in the development of a Statewide Local Governmental Training System which is being implemented by a FY 1973 project (73042005) through the use of ten regional training centers at participating institutions across the State.

PRIVATE HIGHER EDUCATION APPROACH TO COMMUNITY SERVICE

72032001

A three-day conference on the role of private colleges and universities in community service; conducted by Southwestern at Memphis

PROJECT DIRECTOR

Granville D. Davis
Dean of Continuing Education
Southwestern at Memphis
Memphis, Tennessee 38112

PROJECT FUNDS EXPENDED

Federal		$4,549.25
Matching		
Institutional	474.63	
Fees	1,800.00	2,274.63
TOTAL		$6,823.88

COOPERATING INSTITUTIONS

The University of Tennessee
Memphis State University
Tennessee Council of Private Colleges

COMMUNITY PROBLEM: Within each Tennessee community, perennial problems demand solutions and new problems constantly arise. New officials take office and require help in understanding, analyzing, and determining public policies that govern their courses of action. In many communities throughout the state, private colleges and universities can plan educational programs which will inform the decision makers and assist them in reaching improved policy decisions. Yet the institutions need to understand the significance and methodology of such a role. They need to understand how they can cooperate with each other in providing essential educational programs for public officials. They need to see how, despite limited financial means, they can use their intellectual resources to serve the community governmental needs.

There are 40 accredited private colleges and universities in Tennessee serving 35,000 students. Some of these institutions offer adult education courses, formal and informal, to a variety of publics. Most of the private institutions have rich resources in the form of faculty, special library and learning materials that can be related to the continuing education of citizens concerned with local government, public affairs, community development, and human resources development.

Many of the private colleges have not recognized their opportunities to serve the State of Tennessee, nor to work as partners with their public cousins in developing a system of continuing education in these vital manpower areas. Conversely, public institutions do not serve a number of areas of the State where private institutions are located. It is in the public interest, therefore that both public and private institutions work together to meet the needs and interests of citizens.

PROJECT OBJECTIVES: The objectives of the program are: (1) Create a sense of responsibility among the private colleges and universities in the State of Tennessee to help organize and design programs for state and local public officials related to the improvement of local communities, public affairs and human resources. (2) Create the beginnings of a systematic partnership between the public and private institutions in Tennessee to provide significant continuing education for state and local public officials related to their jobs in local community development, public affairs and human resources education.

PROJECT OPERATIONS: At the opening session, President William L. Bowden of Southwestern called for a strong state-wide system of continuing education. He pointed to the fifty years that now can be expected to follow the individual's formal schooling and to the recurring need for adjustment

to the rapid changes in society, science, and business. He asserted that the elements for an all-embracing educational network already exist and that what is needed is a wider use of such factors as Title I and strengthened offering of courses for the emerging new audiences of adults.

S. H. Roberts, Jr., Vice President for Urban and Public Affairs of The University of Tennessee, underlined the public service role of institutions of higher learning. They have an obligation, he said, to bring their talents to bear on such problems as the environment, health care delivery, housing and transportation. Yet as universities prepare to assume these new duties, they should first make sure that they have satisfactory answers to these questions:

Who will pay for this public service?

How may the faculty best be prepared for public service activities?

Why should the faculty want to be involved?

What limitations should be imposed?

During the second session, a general State survey of community service was presented by Alvin B. Biscoe, Jr., Executive Director, Institute for Public Service, The University of Tennessee. He listed among the programs in the university system: professional consultation; training for such special groups as the police; water research; ecological service; conferences; short courses; and regular credit courses. Institutes have been widely used for training in government and law, in the uses of technology, and in consumer education.

In the discussion that followed Dr. Biscoe's presentation, many of the participants described the public service projects of their institutions. Programs outlined included one on environmental research at Memphis State, an institute for peace and justice at Christian Brothers College, the Urban Observatory at Vanderbilt and Fisk, family service assistance at Fisk, health education at Meharry Medical College, an arts program and a Job Corps institute at Maryville, teacher certification at Union, and pollution studies at Martin College. Paul Martin, Associate Director, Tennessee State Agency for Title I, The University of Tennessee, then discussed the part that Title I funds can play in increasing public service programming.

In the third general session, C. B. Lord and George S. Brooks of the Center for Continuing Education of the University of Georgia demonstrated the manner in which a task force approach can enable a college to assist a community in finding solutions to its problems. Prior to employing the task force method, the University of Georgia had tried to identify problems by conducting conferences attended by the area's leaders in business, labor, government, and general community affairs.

Dissatisfied with the conference results, task forces sought new means of examining a city to the end that problems and needs could be viewed as a whole. The Macon Task Force questionnaire gives an insight into the method employed.

In the fourth session Granville D. Davis, Frank E. Faux, and May Maury Harding of Southwestern's Center for Continuing Education joined with three participants in the conference program of Southwestern's Urban Policy Institute to demonstrate by narrative, analysis, and example how to work with a community. With Fred L. Davis, chairman of the Memphis City Council, and Jerred Blanchard, a former chairman of the City Council, they examined how national authorities bring to the Urban Policy Institute the results of their most recent research and thereby inform decision makers who have the responsibility of formulating policies for housing, health care, transportation, and a host of other problems facing city government. With Otto R. Kirkpatrick, a business leader of Forrest City, Arkansas, they described the impact of Urban Policy Conferences held in Eastern Arkansas on the subject of stimulating economic growth for the region.

In the fifth session, David DuBose of Lambuth College and Don Franklin of Tennessee Wesleyan described the participation of their institutions in a state-wide "Consumer Education Program." Since September, 1971, ten Tennessee institutions have been engaged in planning and launching an educational venture aimed at the consumer problems of the more than one million people living on marginal incomes in the state. Financed with a Title I grant, this Consumer Education Program is an impressive demonstration of cooperation among public and private institutions of higher learning.

Dr. Leonard Freedman, Dean of University Extension of the University of California, Los Angeles, gave a vigorous affirmative to the question raised in the title of his final address, "Should the University Be Involved?" The involvement he was calling for was in the field of community service. "For the University to turn away from involvement," he concluded, "because the consequences may be uncomfortable, risky, and of limited impact, would be an unpardonable act of public irresponsibility, a gross denial of public interest."

In a closing statement, President Bowden underlined the argument of Dean Freedman by advocating the establishment of Vice Chancellor for Services at the Tennessee Higher Education Commission to encourage a more extensive commitment on the part of Tennessee's colleges and universities to community service activities.

Prior to adjournment, the members of the conference approved the appointment of a committee to assure inter-institutional cooperation and a continuing flow of information between the state's institutions of higher education, particularly in relationship to community service programming.

PROJECT EVALUATION: Two different questionnaires were mailed to the conference participants. The first of the two was sent in November 1972 by the project director. Responses to this questionnaire indicate that the conference did achieve the purpose of strengthening the sense of responsibility to the community on the part of some of the private colleges. Some evidence of new programs and tentative expressions of future intentions appear in the replies. Some of the respondents were less than enthusiastic, but these were a minority. The second questionnaire was sent to the participants in April, 1973 by the State Agency. The responses to this questionnaire closely paralleled the earlier one.

The second objective, ". . . to initiate a partnership between public and private institutions," has not been met. However, a committee of representatives from five institutions has been named to encourage such a partnership.

INSTITUTIONAL IMPACT: This project appears to have had little impact on the on-going programs of participating institutions.

COMMUNITY IMPACT: Community leaders were not involved in this project. The planning and conducting of the conference were the responsibility of the institutions of higher education.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Granville D. Davis	Project Director	Adult Ed.	20%
William L. Bowden	Planning, Supervising, Recruitment, Conference Leadership	President	10%
Robert G. Patterson	Planning	Religion	2%
May Maury Harding	Planning, Conference Leadership	Adult Ed.	15%
Frank E. Faux	Planning	Adult Ed.	10%

PROGRAM PARTICIPANTS: All 44 participants were college administrators or faculty members, the group for whom the project was intended.

PROJECT MATERIALS: A complete report on the conference was printed and copies are available for dissemination.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was designed to provide leadership and stimulation for private colleges and universities in the area of community service programming. In the community development category the Title I program has attempted to utilize existing resources and develop and/or strengthen resources of selected segments of the higher education community. Although it is difficult to measure the impact of this project, it is felt that the effort was worthwhile in an effort to stimulate involvement in the community on the part of participating institutions of higher education.

TECHNICAL ASSISTANCE TO TENNESSEE CITIES

72042004

A continuation of a pilot project to provide intensified management consultation to selected cities in Middle and West Tennessee; conducted by The University of Tennessee Municipal Technical Advisory Service

PROJECT DIRECTOR

Dr. Victor C. Hobday
Executive Director, MTAS
The University of Tennessee
Knoxville, Tennessee 37916

PROJECT FUNDS EXPENDED

Federal	$38,500.00
Matching	
State/Local Government	19,306.87
TOTAL	$57,806.87

COMMUNITY PROBLEM: The various operations and programs under the jurisdiction of even a small municipality have long constituted a complex enterprise that has proven extremely difficult to administer in the overall interest of the community. The coordination of various services and facilities, as well as expertness in administering numerous functions, has long imposed a strain upon all municipalities, and particularly the smaller ones. It is expensive for an individual municipality to employ a complete municipal management team composed of experts in general municipal administration and functional fields. Many of the policy and administrative officials engaged in the active operations of a municipality are so involved in day-to-day administrative details that they are not able to acquire information on improved methods, new approaches, etc. In many cases, the professional personnel employed in a municipality are engaged in particular functional operations, and do not have an overall view of the municipal government's program or responsibility to advise the city central executive or legislative body.

PROJECT OBJECTIVES: The objective of this program was to utilize experimental techniques to develop intensified and comprehensive management services, including alternatives which are best adapted to serve municipalities with differing personnel and capabilities.

PROJECT OPERATIONS: Methods were developed to provide comprehensive and intensified management advisory services to the central executive and legislative officers of municipalities in order to enhance significantly their capabilities of overall management of the complex municipal government enterprise and to achieve workable solutions to critical urban problems. The experience of MTAS in providing to municipal officials the services of a team of municipal management consultants, principally channeled through six district management consultants, clearly demonstrates that there should be a variety in the scope and methods of supplying such service to municipalities with differing personnel and central management capabilities. In the last five years MTAS has operated a program of consultants, of whom four were partially funded with Title I grants (until June 30, 1970). This project was begun on July 1, 1971, as 71042010.

The municipal management consultants participated in a process of experimentation and testing for the purpose of developing administrative arrangements and inputs of assistance to municipalities by a management team consisting of a management consultant experienced in general municipal administration supported by functional consultants already available on the MTAS staff in the fields of public works and engineering, finance and accounting, municipal law, municipal information, police, housing, and intergovernmental affairs.

The special evaluation of the IMC program in 1971-72 (Project No. 71042010), by the International City Management Association (The complete report is available on request), noted a shift in the scope and thrust of the program as follows:

> The definition of the expected role of the IMC consultant underwent revision from the initial submission of the Title I proposal where great stress is placed on innovation and experimentation; to the document used in recruiting cities into the program where emphasis is placed ". . . in strengthening and heightening the existing managerial competence--whether centered in the executive or legislative branch--of some 20 cities . . ." as an end in itself; to the final legal agreement where the managerial expertise of the consultant himself is seen as the means to achieving improved municipal operations as an end. The agreement also envisioned a major project being completed in the first year in each participating city to ". . . convincingly demonstrate the value of the new service."
>
> So the consultant went into the field as a sort of jack-of-all trades advisor to the mayor and city council. He was to facilitate access to MTAS resources in Knoxville when necessary but at the same time rely heavily on his own training and experience to help solve problems as he encountered them. He was to be responsive to the short-term needs of his clientele, being careful not to supplant local authority or competence where it existed but adding his expertise; while helping to identify and respond to the longer term needs of the cities. There was some expectation that he would be able to identify and bring other federal and state resources to bear on particular problems the communities were already aware of, and bring to light those problems the communities had not recognized. He was to have research and report-writing capabilities, yet be on the move in the communities in an activist sense.
>
> To a considerable degree the IMC consultants did all these things, due in no small measure to their own talents and competence.

The role and work plans of the consultant changed primarily in response to the requests of municipal officials. They viewed the consultant as a resource professional to be utilized in dealing with current and pressing needs in their respective cities, and the consultant could not very well decline their requests on a basis that his involvement was to be only on a broad scale of working on management systems, future planning, etc. Both official and consultant no doubt viewed the current needs to sufficiently be pressing to justify giving them priority treatment.

PROJECT EVALUATION: Reference is made to the special evaluation report of December 21, 1972, by the International City Management Association, copies of which are available on request. Since the program was conducted in 1972-73 essentially the same as in 1971-72, the year covered by that report, its findings and observations are equally pertinent to the year covered by this report. The following comments should be regarded as supplementary to the ICMA report and reflect the views of the project director.

As originally conceived the program was expected to continue, with the cities being served paying one-half of the costs. In the first year (1971-72) of the Title I grant the cities paid one-sixth, in the second year they paid one-third, and in 1973-74 it was expected that they would pay one-half. However, several cities withdrew from the program effective June 30, 1973, because of this increase in costs, and after efforts to recruit replacements failed the program was terminated as of July 31, 1973 (the additional month was an extension of the project to permit the consultants to complete most of their pending projects undertaken for the cities). A necessary conclusion, therefore, is that the project, as originally conceived, was not a success. The principal factors contributing to this outcome were the following:

(1) Technical assistance has become available to cities from several agencies in Tennessee, at little or no cost: development districts, funded largely by Federal and State funds; Tennessee State Planning Office, with Federal HUD funds for "management assistance"; Tennessee Valley Authority, through its Tributary Area Development program; and to a lesser extent from several State Agencies. Also, municipal officials were aware of the continued availability of MTAS' services after withdrawal from the IMC program--in a very real sense, the IMC program was competitive with the free services available from MTAS.

(2) Each consultant was asked to serve too many cities--in 1972-73 eight in the West Tennessee area and seven in the Middle Tennessee area (in the first year each served nine cities). Because of the payments by the cities, even though at a low level, municipal officials felt that they were entitled to extra services and the consultants soon built up an excessive workload, necessitating delay in handling some of the requests (they could not do all the work at once). One consultant resigned in February, giving as his principal reason excessive pressure in trying to handle a large workload from too many clients; he said that the pressure was equal to what he had experienced as a city manager, and that being the case he was returning to the active city management profession (as assistant city manager of Miami Beach) which at least provided a much higher salary. By contrast, the

the Missouri Municipal League has a "circuit riding manager" serving six small cities, ranging in population from 528 to 3,520 (three of them are under 1,000) and aggregating 10,623 in population, completely funded by a Federal HUD grant; each IMC consultant was trying to serve cities aggregating over 40,000 in population.

The IMC program demonstrated that municipal officials will use technical assistance when readily available from qualified professionals. Five cities in each of the two groups would have continued in the program at the higher costs entailed by sharing in one-half of the costs, but it should be noted that this was predicated on a group of cities aggregating 40,000 in population and a subsidy of State funds for the other one-half of costs. It seems highly unlikely that they would have continued at the still higher costs that would have been required by reduction of the aggregate population substantially below the 40,000 mark and the experience indicates that they certainly would not have assumed the full costs of such service for a number of cities small enough in size and total number to be served effectively by one consultant. Cities in another state where services from other agencies are not available, as noted above, might conceivably incur such costs, but it might be necessary to provide a subsidy for a period of time to demonstrate to them the value of professional assistance.

INSTITUTIONAL IMPACT: The ICMA report noted a lack of back-up support for the IMC consultants from the MTAS specialist consultants. This was especially noticeable in the areas of finance-accounting and engineering-public works, as MTAS had only one consultant for the entire state in each of these areas. Both IMC consultants were generalists (former city managers) and their work with the cities developed more demand for back-up assistance in these two areas than in any others. We reasoned that this experience can be projected to other cities, and as a result MTAS added a second consultant in each of these two areas, effective August 1, 1973. The IMC experience was also a factor leading to the decision to increase the MTAS field staff of generalists from five to eight, so that each would be serving smaller districts and a lesser number of cities.

COMMUNITY IMPACT: The two consultants completed work on 104 projects for the 15 IMC cities during the project period of July 1, 1972 through July 31, 1973. Municipal officials requested the consultants to work on all of these projects; some were research-type undertakings culminating in the furnishing of information and guidance by the consultant, and others involved working relationships between the consultant and

Request No. 8225. PERSONNEL--Salaries of City Attorneys. Obtained salary data for city attorneys of Middle Tennessee cities in 1,000-2,500 population group from MTAS personnel consultant, and forwarded material to Mayor.

City of Franklin

Request No. 7875. BUSINESS TAX. Brought tabulation of classifications, due dates, and tax rates up-to-date in accordance with 1972 changes in law.

Request No. 8046. FIRE ADMINISTRATION. Prepared a letter report containing information obtained from the State OAS office and the Federal Internal Revenue Service on whether payments to volunteer firemen are subject to Federal Social Security deductions and withholding for Federal Income Tax purposes.

Request No. 8119. TIMING OF A SPECIAL CENSUS. Prepared a report, with various examples, of when a city should take a special census in order to maximize receipts from state-shared taxes.

City of Hartsville

Request No. 8058. BUDGETING--Administration. This request was to develop a simpler monthly budget reporting form for the city. Though the request was considered completed, modifications will be made whenever a meeting can be arranged in Hartsville with the MTAS Finance Consultant.

Request No. 8170. ALCOHOLIC BEVERAGES--Applications for Retail Sales. Obtained and furnished the City Recorder information on whether the state liquor retailer's license could be issued before a municipal license, and the required application form to be used by the municipality.

Request No. N-1075. REPORTS--Assistance in Completing Federal Reports. Assisted City Recorder in obtaining financial data for completing a form for U. S. Census of Local Governments, in developing financial and employment data for a Law Enforcement Assistance questionnaire, and in reviewing U. S. Treasury Department's data utilized in revenue sharing allocations.

City of Hendersonville

Request No. 7869. REFUSE COLLECTION FEES. Information on fees charged by Tennessee cities over 5,000 population (obtained from latest survey questionnaires returned to Tennessee State Planning Office, and a report from MTAS library) forwarded to City Manager.

Request No. 8057. BUDGETING--Extent of Detail in Appropriation Ordinance. Prepared letter to City Manager giving arguments favoring the lump-sum method, explaining the use of quarterly or monthly allotments, commenting on the provisions of the Uniform Commission Manager Charter, relaying information from an MTAS Codification Consultant, and enclosing sample appropriation and tax levy ordinances.

Request No. 8184. ALCOHOLIC BEVERAGES--Numbers and Locations of Liquor Stores. Prepared tabulation of information obtained by telephone from medium-sized cities of Middle Tennessee, and forwarded it to the Mayor, together with copies of six liquor control ordinances supplied by an MTAS Codification Consultant.

Request No. 8274. BONDS--Municipal. Provided information on what law permits the issuance of general obligation bonds for capitol projects without requiring approval by referendum. Furnished copies of recent amendments to this law (the Municipal Recovery and Post War Aid Act of 1945).

City of Portland

Request No. 7874. FIRE SERVICE OUTSIDE CITY. With assistance of MTAS Legal Consultant, provided detailed information on municipal liability if fire service outside city is provided by Civil Defense unit.

Request No. 7952. WORK RULES FOR CITY EMPLOYEES. Drafted work rules for employees of the water department, sewer plant, vehicle maintenance shop, and police dispatching office; prepared organization charts; and wrote job descriptions for the supervisory personnel.

Request No. 8179. ANNEXATION ASSISTANCE. Prepared boundary descriptions for three annexation areas.

Request No. 8219. CHARTER INDEXING. Prepared and furnished Mayor 12 copies of a Table of Contents and an Alphabetical Index (by subject matter) of the City Charter. Entered notations, amendments, and corrections in the Mayor's copy of the charter.

Request No. 8221. ZONING--Industrial Tract. With advice of MTAS Legal Consultant, and examination of city zoning ordinance, prepared a letter report on legal steps necessary for the valid rezoning of a tract from residential to industrial.

City of White House

Request No. 7950. INSURANCE--GROUP HOSPITALIZATION AND MEDICAL. Provided information on availability and costs of three separate plans.

municipal officials. An example of the latter type, and illustrative of the manner in which the work of the consultants increased the capabilities of municipal officials, was assistance given to several cities in preparing an annual budget; the consultant, working with an official, went through the entire process of budget preparation, and the following year the official did the job with minimum help from the consultant.

Typical of the projects and research services rendered to the cities are the following, extracted from reports made by the Middle Tennessee IMC consultant:

City of Dickson

Request No. 7429. BUDGETING--MUNICIPAL. Provided assistance in improving budget preparation and administration documents. In addition, in cooperation with administrative officials and Finance Committee of Board of Mayor and Aldermen, prepared 1972-73 FY budget for all departments and funds except utilities and the housing authority.

Request No. 7795. POWERS OF MAYOR. Reviewed and analyzed the powers of the Mayor under the city charter and general law, particularly in respect to the hiring and discharge of employees, and the setting of salaries.

Request No. 8017. SCHOOL MOTHERS PATROL. Furnished articles, including rules and regulations, and other information on this subject obtained from MTAS library, MTAS Police Consultant, and the Director of the Nashville-Davidson County Metropolitan School Mothers Patrol.

Request No. 7549. CHARTER--REVIEW AND DRAFT AMENDMENTS. Review and recommend changes in city charter; incorporate in draft amendments the changes agreed upon by Board of Mayor and Aldermen. Cooperate with city attorney in refining amendments.

City of Erin

Request No. 7948. LIABILITY INSURANCE. Ascertained availability of liability insurance to protect elected and appointed officials in the performance of their municipal duties.

Request No. 8016. PERSONNEL--Salaries. Prepared a tabulation of salaries and transportation or mileage allowances given water plant operators in small Middle Tennessee cities; furnished a chart of water certification classes.

Request No. 8045. MAYORS AND ALDERMEN--Expense and Allowances and Salaries. Made a telephone survey of small cities in Middle Tennessee and tabulated the information; forwarded this tabulation and material furnished by MTAS librarian to Mayor.

Request No. 8284. MAYOR-ALDERMEN GENERAL LAW CHARTER. Provided copies of amendments to this charter that were adopted subsequent to the publication of the MTAS booklet, The Tennessee Mayor-Aldermen Charter, June 1970. Furnished two copies of this MTAS publication for the two new aldermen.

Request No. 8178. ANNEXATION ASSISTANCE. Assisted in determination of boundaries of five annexation areas; drafted boundary descriptions and drew annexation map; worked with mayor in drafting plan of service; redrafted descriptions of boundaries of three additional annexation areas; drafted boundary description; drew annexation maps.

AREA SERVED BY THE PROJECT: Urban Middle Tennessee cities: Dickson, Erin, Franklin, Hartsville, Hendersonville, Portland, White House. West Tennessee Cities: Covington, Henderson, Humboldt, Milan, Ripley, Selmer, Somerville, Trenton.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
E. W. Meisenhelder	Consultant	Public Admin.	100%, 7/1/72-6/30/73; 40%, 7/73
Dodd Southern	Consultant	Public Admin.	100%
Thomas N. Sprowl*	Consultant	Public Admin.	90%, 3/1-6/30/73; 45%, 7/73

*Succeeded Southern following his resignation 2/28/73.

PROJECT PARTICIPANTS: All participants were municipal officials or employees: mayors, councilmen, city managers, finance directors, public works directors, city clerks, city attorneys, etc.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was a continuation of a pilot effort to provide intensified management consultation to selected cities in Tennessee. It was consistent with previous Title I efforts to provide technical assistance to Tennessee cities and contributed to efforts to improve the governmental process in Tennessee. Although the project was not successful in establishing this approach as an on-going operation of the Municipal Technical Advisory Service, it was instrumental in the expansion of existing approaches to technical assistance. The completion of this project brings to a close the long-term support of municipal technical assistance by Title I.

TENNESSEE STATEWIDE CONSUMER EDUCATION PROGRAM

72042005

A statewide, multi-institutional effort to provide consumer education training sessions for professionals, paraprofessionals, and volunteers who work with the disadvantaged. Conducted by these institutions:

PRIMARY INSTITUTIONS OF HIGHER EDUCATION

The University of Tennessee at Nashville - Coordinating Institution
Cleveland State Community College
East Tennessee State University
Lambuth College
Tennessee State University
Tennessee Technological University
Tennessee Wesleyan College
The University of Tennessee at Chattanooga
The University of Tennessee, Knoxville
The University of Tennessee Center for Government Training

PROJECT DIRECTOR

Dr. Barbara Gilmer
Associate Professor of Education
The University of Tennessee at Nashville
323 McLemore Street
Nashville, Tennessee 37203

PROJECT FUNDS EXPENDED

Federal	$ 78,664.00
Matching	39,512.00
TOTAL	$118,176.00

COMMUNITY PROBLEM: In Tennessee, as almost everywhere, it is common knowledge that most of us can increase our buying power by utilizing better consumer practices. In the case of the poor, unwise spending is often the cause of poor nutrition, poor health, legal problems, etc. Ignorance of how to buy, what to buy, and the pitfalls to avoid all contribute to wasted dollars and a lower standard of living.

In Tennessee there are approximately 260,000 heads-of-households whose income is less than $3,000 per year. Out of a population of some one million families almost 245,000 are below the poverty level economically. Many other individuals and families falling into the adjacent income categories have little money to spend unwisely.

Tennessee has been one of a small minority of states without a consumer affairs office or a consumer protection agency. There is little formal consumer education within the public school system, in adult education, or in higher education. This state of affairs is unprofitable to all citizens of the state whether vendor or consumer of goods and services. Particularly vulnerable to the state's lack of consumer information and protection are the economically disadvantaged, the aged, and the young.

PROJECT OBJECTIVES: The objectives of the program are:

a. To develop and/or coordinate consumer education materials particularly pertinent to Tennessee's population. The original compilation of consumer reference material was facilitated through use of the Georgia Consumer Service Program materials. Many general consumer information areas were simply adapted to the conditions in the State of Tennessee.

b. To provide orientation workshops and to furnish the above materials to professionals, paraprofessionals, and volunteers within local communities because of their potential for dissemination of consumer information in their daily contact with low-income families to assist them in acquiring knowledge and skills to counsel more effectively in consumer matters.

c. To provide means of bringing the institutions of higher education into a closer working relationship with the community in the area of consumer problems by utilizing community resources as advisory council members and as program participants.

Because of the initial success of the program in materials and personnel preparation, an opportunity to go beyond the direct attack on consumer problems to a preventative approach was incorporated into the project. In order to most effectively orient persons in a consumer philosophy it was perceived that

the educational process needed to begin prior to the ingraining of consumer habits. The ultimate target population was to be students primarily in the 5th through the 8th grades, with some concern for all other grades, K-12.

PROJECT OPERATIONS: The Tennessee Statewide Consumer Education Program is attempting to alleviate many of the problem situations through a model of program activities that are educational in nature. The statewide program is a consortium of 10 colleges and universities, planning and working cooperatively to initiate consumer-oriented activities. The target population for the first year's activities consisted initially of: (1) human services personnel and volunteers working directly with the low-income portion of the population and (2) instructional and supervisory personnel working with the public school elementary- and secondary-aged students.

(1) The University of Tennessee at Nashville
Activities: Four Consumer Education Orientation Workshops
Dates: April through August, 1972
No. of Participants: 251
Area: 26 counties in Middle and South Central Tennessee

(2) The Center for Government Training
Activities: Eight Consumer Education Orientation Workshops
Dates: July through November, 1972
No. of Participants: 205
Area: Four counties in Southwest Tennessee

(3) Cleveland State Community College, Cleveland, Tennessee
Activities: Two Consumer Education Orientation Workshops
Dates: June, 1972
No. of Participants: 54
Area: Two Southeastern counties

(4) East Tennessee State University, Johnson City, Tennessee
Activities: Four Consumer Education Orientation Workshops
Dates: May through June, 1972
No. of Participants: 110
Area: Eight Upper East Tennessee counties

(5) Lambuth College, Jackson, Tennessee
Activities: Four Consumer Education Orientation Workshops
Dates: April through November, 1972
No. of Participants: 287
Area: 15 counties in Southwest and Northwest Tennessee

(6) Tennessee State University, Nashville, Tennessee
Activities: Two Consumer Education Orientation Workshops
Dates: June and September, 1972
No. of Participants: 107
Area: 26 counties in Middle and South Central Tennessee

(7) Tennessee Technological University, Cookeville, Tennessee
Activities: Four Consumer Education Orientation Sessions
Dates: May through November, 1972
No. of Participants: 155
Area: 14 counties in the Upper Cumberland area of Tennessee

(8) Tennessee Wesleyan College, Athens, Tennessee
Activities: Four Consumer Education Orientation Workshops
Dates: May through November, 1972
No. of Participants: 135
Area: 3 counties in Middle-East Tennessee

(9) The University of Tennessee at Chattanooga
Activities: Six Consumer Education Orientation Workshops
Dates: April and May, 1972
No. of Participants: 183
Area: Eight counties in Southeastern Tennessee

(10) The University of Tennessee, Knoxville
Activities: Five Consumer Education Orientation Workshops
Dates: April through October, 1972
No. of Participants: 245
Area: 16 counties in East Tennessee

(11) All of the participating institutions participated in planning, development and delivery of in-service orientation workshops for public school personnel.
Activities: Three Pilot In-Service Orientation Workshops
Dates: August through October, 1972
No. of Participants:

a. Approximately 1400 teachers were present at an in-service activity providing for program description and goals;

b. 431 instructional and supervisory personnel attended one of three, one-day, in-service orientation workshops. The three workshops were held in:

(1) Gibson County, Tennessee, for Gibson County, Humbolt City and Milan City school systems; (West Tennessee)

(2) Greene County, Tennessee, for Greene County and Greeneville City school systems; (East Tennessee)

(3) Maury County, Tennessee, for Maury County school system.

These five school systems have continued to participate in the Tennessee Statewide Consumer Education Program during the second year of activities through curriculum development and community involvement.

In addition to the specific program activities described, each project director was involved in community and campus activities, explaining the purpose of the statewide program, seeking assistance for establishing cooperative efforts and meeting local needs. Presentations concerning the program and its role through Title I of the Higher Education Act of 1965 were also conducted through invitation to various statewide groups and out of the state to other colleges and universities.

Each project director was responsible for publicity for individual projects and the statewide program in his or her geographic area.

The purpose of the consumer education orientation workshops was to provide consumer-oriented information designed to be directly beneficial to the workshop participants primarily in their working and personal relationship with low-income consumers across the state. The content was basically oriented toward: the purchase and utilizations of goods and services; how, where, and when to seek assistance with consumer problems; how to avoid consumer problems by planning in the pre-purchasing phase.

The consumer issues were grouped into three major areas: (1) Credit and Money Management; (2) Health, Education and Well-Being; and (3) Consumer Rights and Responsibilities.

The in-service orientation workshops for the school personnel included morning sessions in the three major subject areas. Afternoon planning groups were directed toward incorporating the topics into a school's curriculum for Grades K-12, with particular emphasis on Grades 5 through 8.

Follow-up activities involving visits to the school systems, provisions of materials and curriculum planning assistance continued through this report period.

PROJECT EVALUATION: The objective of preparing consumer education materials pertinent to Tennessee's population has been accomplished. Material development is and has been a continual process.

The objective of providing consumer education orientation workshops to persons who have daily contact with low-income families has been accomplished. Over 1800 persons have attended such sessions.

In-service orientation sessions for five pilot school systems was achieved. An overview of the program, its goals and the need for consumer education was presented to some 1400 public school personnel. In-service activities, with in-depth coverage, were attended by some 450 teachers, principals and supervisory staff. Follow-up activities have ensued and classes have been initiated for many of these in-service participants.

The reference manual proved to be very useful to the program participants. In addition, numerous requests for this material have come from individuals and groups who have had no formal association with the program.

Each project director was responsible for a formal evaluation of the consumer education orientation workshop conducted. The workshop participants repeatedly rated the workshop content and materials as successful. Eighty-ninety percent described the sessions as being helpful and would like additional time with more in-depth coverage.

The combined efforts of the participating institutions for the public school personnel in-service education sessions were also rated successful by 80-90 percent of the participants.

The preparation of materials and the dissemination of consumer education information has reached, and at times, exceeded the projected plans.

INSTITUTIONAL IMPACT: The cooperative, communicative nature of the consortium in its efforts in both the planning and the delivery aspects is one of the most outstanding and beneficial accomplishments of the program. The Statewide Planning Council (project directors from each institution) have been working together for over a year at the time of this report. This is the first time for some of the institutions to participate with other colleges and universities, particularly in a statewide program.

Other agencies, both locally and nationally, have looked to this program for reference. For instance, The Tennessee Department of Mental Health, Drug and Alcohol Abuse Section, extended an invitation to the Statewide Consumer Education Planning Council to assist in planning an educational program concerned with alcohol and drug abuse for three major components of statewide delivery: (a) in-service and preservice education of Mental Health Department personnel who work directly with alcohol and drug abusers; (b) courses for college campuses; (c) community continuing education programs.

The consortium model has successfully promoted inter-institutional, multi-disciplinary approaches to problems related to: (a) an increase of faculty and institutional awareness for consumer education, its

identification, problems and concern for solutions; (b) an increase in the training of faculty members in the area of consumer information; (c) an increase in the number of departments involved in consumer education; (d) an increase in the new credit and non-credit courses on campuses to continue beyond Title I funding; (e) beginning an expansion of university continuing education programs; (f) an incorporation of consumer education materials into resource centers for institutional use.

COMMUNITY IMPACT: The potential for solution of community problems, both immediate and long-range, appears to rely initially upon communication between interested community persons. From its inception, the Statewide Consumer Education Program has involved various agency, state department, and community personnel in the planning and, at times, delivery and evaluation of the program. This was done primarily through the Statewide Planning Council. Following are some of the direct benefits that can be attributed to this program:

1. In many communities, for the first time, representatives from agencies, community leaders, lay citizens, and higher education personnel sat down together and addressed themselves to a common problem. This led to: (a) removing barriers between groups and establishing working relationships between previously non-communicative groups; (b) recognition of the potential for problem-solving through such a cooperative endeavor; (c) recognition of additional problems and possible solutions.

2. Attitude change on the part of the community toward institutions of higher education in such areas as: (a) recognition of resources; (b) recognition of interest in affording an increased community service role.

3. The increased community service capability of the workshop participants in the area of consumer assistance.

4. The assumption of responsibility on the part of agencies and institutions to involve consumer education as part of a continuing program.

5. Direct aid to low-income consumers in terms of their acquisition of sources of information and better understanding of their needs and spending patterns.

FACULTY INVOLVEMENT:

The University of Tennessee at Nashville, Coordinating Institution

Faculty	Activity	Discipline	% of Time
Barbara Gilmer	Project Director	Education	100%
Wayne Fisher	Statewide Planning Council Chairman	Education	15%
Jo Sullivan	Asst. Project Director	Education	50%
Jay Sellick	Program Specialist	Bus. Admin.	25%
Joe Cozy	Instructor	Education	5%
Tom Holbrook	Instructor	Bus. Admin.	5%
Eura Burks	Instructor	Psychology	Delivery Activities
Jane Bridgman	Instructor	Social Work	Delivery Activities

Center for Government Training

Faculty	Activity	Discipline	% of Time
Everett K. Smith	Project Director		25%
Charles Goodpasture	Instructor	Curriculum & Instruction	Due to instructing there were hours of their own time spent on this project
Bob Roney	Instructor	Curriculum & Instruction	
Emily Mathis	Instructor	Curriculum & Instruction	
Burl Gilliland	Instructor	Curriculum & Instruction	

Cleveland State Community College

Faculty	Activity	Discipline	% of Time
Ray Coleman	Project Director	Continuing Education	25%
James Howard	Instructor	Education	10%
Kenneth Newton	Instructor	Economics	10%
James Stubbs	Instructor	Education	10%

East Tennessee State University

Faculty	Activity	Discipline	% of Time
Daniel Russo	Project Director	Economics	20%
William J. Fisher	Instructor	Bus. Admin.	20%
Ronald Weir	Instructor	Bus. Admin.	10% (overtime
Frandye Poole	Instructor	Home Economics	10% hourly)

Lambuth College

Faculty	Activity	Discipline	% of Time*
David DuBose	Project Director	Sociology	25-30%
A. T. Tanner	Instructor	Social Work	12 hours
Emily Clark	Instructor	Sociology	12 hours
Nelle Cobb	Instructor	Home Economics	12 hours
Gaylon Greer	Instructor	Sociology	24 hours
Doris Ivey	Instructor	Home Economics	24 hours
Cynthia Welch	Instructor	Economics	12 hours
M. Freund	Instructor	Sociology & Rehab.	12 hours
Charles Baker	Instructor	Sociology & Rehab.	12 hours

*(all overload time)

Tennessee State University

Faculty	Activity	Discipline	% of Time
M. E. Ritter	Project Director	Home Economics	10%
Joe Morris	Advisor	Psychology	10%
David Gandy	Assistant	Chemistry	5%
Augustine Dartis	Assistant	Home Economics	5%

Tennessee Technological University

Faculty	Activity	Discipline	% of Time
Marvin G. Adkins	Project Director	Bus. Admin.	25%
Virginia Endly	Instructor	Home Economics	12 hours
Wm. C. Dickinson	Instructor	History	16 hours
Stuart Stumpf	Instructor	History	12 hours
Gerald U. Skelly	Instructor	Bus. Admin.	16 hours
Bill Edwards	Program Specialist	Ed. Psychology	12 hours

Tennessee Wesleyan College

Faculty	Activity	Discipline	% of Time
Don Franklin	Project Director	Economics/Mgt.	35%
Bill Hutson	Program Asst.	Bus. Admin.	15%

The University of Tennessee at Chattanooga

Faculty	Activity	Discipline	% of Time
Bill Radcliff	Project Director	Bus. Ed.	25%
Jimmie Thrash	Instructor	Dist. Ed.	Delivery Activities
Betty Brown	Instructor	Bus. Ed.	Delivery Activities
Charles Chance	Instructor	Curriculum & Instruction	Delivery Activities
Jessie Wallen	Instructor	Curriculum & Instruction	Delivery Activities

STUDENT INVOLVEMENT: Student involvement was limited in this program to two types of activities:

A. Assistance to project personnel in terms of research, art work, material development, and in one instance, partial fulfillment of internship requirements for 12 students.

B. Approximately 50 students in teacher education participated in a practice-run of the public school personnel in-service workshop program at the coordinating institution. The feedback was very positive and plans are to afford the opportunity through credit seminars for additional consumer orientation sessions.

PROJECT PARTICIPANTS: Out of the 2,200 participants, approximately 80 percent were females. Almost 80 percent were individuals who were associated with the low-income consumer in a professional or volunteer capacity. The remaining group were public school personnel concerned directly with instructional programs for students in grades K-12.

PROJECT MATERIALS: The primary source of materials developed was the reference manual with a supplement developed for the public school personnel component.

RELATIONSHIP TO OVERALL STATE PROGRAM: In implementing the objectives of the Fiscal Year 1972 Annual Program Amendment, it was felt that emphasis should be placed on multi-institutional cooperative programs in an effort to develop at least one program of regional or Statewide coverage. It was hoped that participating institutions would cooperate in conducting a program designed to meet a Statewide priority need. In continuing consultation with the State Advisory Council, it was decided the State Agency should take a strong leadership role in planning and developing such a program, involving 10-15 institutions of higher education.

On September 1, 1971, the State Agency initiated an annual one-day Workshop for Project Directors and Institutional Representatives. This annual Workshop has a two-fold purpose: (1) to promote communication, cooperation, and coordination among directors of on-going Title I projects by making it possible for them to learn about project operations and accomplishments through personal contact with project personnel; and (2) to involve more directly institutional representatives from participating institutions in Title I program development through a discussion of program priorities and specific institutional interests.

The directors of fifteen Title I projects shared information on their programs at the Workshop. Fourteen selected campuses across the State were invited to send representatives to discuss program interests within the priorities and areas of program emphasis set forth in the Fiscal Year 1972 Annual Program Amendment. The Executive Committee of the State Advisory Council also participated in this discussion. As a result of the various interests and program thrusts discussed at the Workshop, it was decided that all programming in the Human Resource Development Services category would be devoted to Consumer Education on a Statewide basis.

To encourage and facilitate a comprehensive approach to programming in Consumer Education, the State Agency sponsored a planning session for selected institutions on September 29, 1971. Twelve campuses and three government agencies sent representatives. At the beginning of the planning session the State Agency asked the institutional representatives to assume leadership roles in developing a comprehensive approach to consumer education on a Statewide basis. Several hours of group discussion and brainstorming resulted in the formation of two volunteer committees to continue working on specifics in the areas of curriculum and delivery systems. During the next six months, the State Agency sponsored ten planning sessions, which culminated in the activation of a Statewide Consumer Education Program in Tennessee.

Because of the extent of this problem area, the limited funds available under Title I, and the many other State, Federal, and business programs in Consumer Education, the Title I program effort will serve as a

stimulating force for a more comprehensive, cooperative program involving the resources available. It is projected that this will be a major program emphasis of Title I for two-to-three years.

This is the first major Statewide multi-institutional program developed under the aegis of the State Agency. This developmental effort has produced an effective mechanism for cooperative programming among the participating institutions and agencies which can serve as a vehicle for other program interests.

The Statewide Program, under the coordination of The University of Tennessee at Nashville, involved Cleveland State Community College, East Tennessee State University, Lambuth College, Memphis State University, Tennessee State University, Tennessee Technological University, Tennessee Wesleyan College, The University of Tennessee at Chattanooga, The University of Tennessee, Knoxville, and The University of Tennessee Center for Government Training. Government agencies involved are the Tennessee Department of Education, the Tennessee Department of Public Welfare, the Tennessee Office of Economic Opportunity, and the Mid-Cumberland Council of Governments and Development District.

The Statewide Consumer Education Program Development Committee, composed of representatives of these institutions, agencies, and the State Agency for Title I, has been responsible for planning and developing the overall program. This is an informal, cooperative arrangement that has worked well as a consensus process.

IMPROVING LEADERSHIP SKILLS IN THE INNER CITY

72018006

A seminar series to improve the leadership skills of identified community leaders in the Orange Mound Community of Memphis; conducted by LeMoyne-Owen College

PROJECT DIRECTOR

Joyce Blackburn, Director
807 Walker Avenue
Memphis, Tennessee 38126

PROJECT FUNDS EXPENDED

Federal	$3,395.43
Matching--Institutional	1,697.72
TOTAL	$5,093.15

COMMUNITY PROBLEM: In the recent years the City of Memphis, like many other major urban areas in the United States has been beset by problems of great magnitude. Crime and violence are on the rise, Blacks and Whites are becoming increasingly polarized over social, economic, and political issues. Despite its tremendous economic growth over the past decade, Memphis still has one-third of its population earning an income of $3,500 or less. Moreover, 40 percent of the poor families in Memphis have no father in the home and the average size of these families is six persons.

The need of the community in this case is to develop a basic awareness, better understanding of problems in the Inner-City Community and to become more cognizant of developmental progress relative to political, social and economic conditions of the inner-city community. In doing this, the community will become more efficient in solving its problems.

The specific aspect of the problem area (Key Problems in Poverty) which LeMoyne-Owen College attacked through this project was that of providing the various community leaders (civic leaders, workers in public and private community service agencies, ministers, police and other persons involved in leadership roles within the impoverished community) with the basic essentials that are needed in understanding, counseling, stimulating interest and relaying vital information to the impoverished community.

PROJECT OBJECTIVES: The major objective of this program was to bring together a number of established community leaders who work directly with the underprivileged and offer to them an internship program in how to deal effectively with the poor. From a functional point of view, the objectives were as follows: (1) help develop leadership potentials already recognizable in the chosen community leaders; (2) make the chosen leaders more aware of the "grass-root" problems of the community; (3) afford the community leaders with additional problem solving avenues; and (4) improving the community leaders' presently used techniques in dealing with the impoverished community.

PROJECT OPERATIONS: The general field of this program was leadership development. It was felt that many community leaders lacked expertise in a number of subject areas which have a direct bearing on the impoverished community. These areas were identified as: leadership techniques; community organization; interpersonal relations; techniques in conducting meetings; data analysis; relaying information to the public.

The program was coordinated with a number of local agencies and institutions of higher learning. Several agencies submitted documented data which identified a number of problems which plague the poor community of Memphis and Shelby County. Some of the identified problems were: health, education; housing; crime; financial.

The above identified problems were focused on during the 12 scheduled seminars.

PROJECT EVALUATION: Conferences were held with the participants throughout the sessions. These conferences gave the participants an opportunity to express their feelings about the project and what they had learned through the sessions. Many expressed concern for community problems such as crime, community business, police, youth, and the decline of the community in general. It was suggested that they discuss the problems at the sessions for additional input and discussion.

As a result of these discussions, steps were taken to organize a special patrol to combat the rising incidence of crime in the neighborhood. The participants were directly responsible for the draining of two railroad underpasses that had long presented a health and safety hazard to the community. Plans were made to organize a community credit union in order to offer an alternative to the local loan shark.

A questionnaire consisting of 23 questions was administered to the 45 participants by LeMoyne-Owen sociology students after the last session was held. Having received all of the questionnaires, the results were as follows:

1. Sixty-five percent of the participants had attended the session as representatives of community groups and organizations, as persons interested in their community, 45 percent.

2. Their reasons for not attending more sessions were: conflicts with other meetings, 25 percent; lack of babysitters, 35 percent; lack of transportation, 15 percent; and illness and vacations, 25 percent.

3. One-hundred percent of the participants felt the information provided by these sessions to be useful. Twenty percent felt they had learned parlimentary procedures, 15 percent became more aware of leadership roles and responsibilities, 45 percent learned to effectively communicate on an individual, group and community basis.

4. Ninety-five percent of the participants expressed the belief that their skills as leaders had been improved; 30 percent felt they had a better understanding of leadership responsibility; 20 percent had learned more about organizational skills; 45 percent felt they could communicate better in groups and meetings; five percent responded "no" to this questions and stated that they had not attended over two sessions.

5. In relation to the topics of the sessions, 50 percent felt the most useful skill to them was community leadership. The remaining 50 percent was evenly distributed among the other areas.

6. The participants indicated that they had used all of the skills acquired through the sessions. Chairman and community responsibility being the most used, 40 percent; communications, 35 percent. The remaining 25 percent was in the other four categories.

7. Ninety-five percent felt that these sessions had increased their knowledge of activities and persons within their community; five percent felt that it had not. This five percent had not attended over two sessions.

8. Eighty-five percent of the participants had implemented the skills acquired during these sessions; ten percent had not, but intended to implement them; five percent said no, with no indication of their intention.

9. Ninety-five percent of the participants had taken the information learned from the session back to various community organizations: ten percent to civic clubs; 45 percent to church groups; 50 percent to P.T.A.; 35 percent to neighbors; five percent responded no.

10. All of the participants felt that their leadership techniques had been improved in the six categories.

11. The participants felt the important skill in working with people was knowing how to communicate (75 percent).

12. The participants felt communication and conducting meetings to be the most important in their individual work with people (85 percent).

13. The participants felt that the project could have been improved in the areas of participation (85 percent); location (five percent); time and scheduling (five percent); publicity (five percent).

14. All of the participants responded "yes", they would like this project to be continued.

INSTITUTIONAL IMPACT: This project provided an educational observatory for the Sociology students. They were able to observe the actual workings of a social organization and become actively involved. It also enabled the students to apply their theoretical knowledge of interviewing skills and constructing instruments (questionnaires).

It is hoped that through this program, LeMoyne-Owen's Sociology Department has been benefited to the extent that they will attempt to carry on such practical laboratories as shown through Continuing Education and Community Service Programs.

COMMUNITY IMPACT: This project was very instrumental in creating awareness of various community problems. The problems and methods of solving them were discussed in the sessions. The participants in turn took the problem back to their respective community organizations.

Public and Private Agencies and State and Local Government officials were involved in all phases of this project, initiation of proposal, planning and the development.

FACULTY INVOLVEMENT:

Faculty	Activity	Discipline	% of Time
Joyce Blackburn	Project Director	Sociology	33%

PROJECT PARTICIPANTS: The 45 participants were leaders in the community and represented such organizations as the P.T.A., civic clubs, church affiliated groups, and womens clubs.

RELATIONSHIP TO OVERALL STATE PROGRAM: This project was funded under the community development category in an effort to assist in the development of leadership skills in a selected area of Memphis. It was hoped this project could be used as a vehicle to involve LeMoyne-Owen College in its community and to encourage an on-going community service and continuing education program at the college. While the project was relatively successful in its work with the community, there was no marked progress in the development of the community service function at LeMoyne-Owen College.

PART D: STATUS REPORTS FOR PROJECTS
STILL IN PROGRESS

70024016 "Community Services Center." Conducted by Memphis State University; Mr. Robert Garnett, Project Director. This project was originally approved as an "Urban Action Center" designed to develop a permanent organization within Memphis State University dedicated to strengthening the capacity of the University to deal with community problems. A change in project personnel and institutional commitment and philosophy have resulted in the amendment of the project title and activities. The three project components are Ecological Studies, Faculty in Urban Action, and a Speakers Bureau. This project will continue through June 30, 1973. The project should be successful in establishing these three components for continuation by the Division of Continuing Studies as part of its regular program. The final activity under this project will be a demonstration on community leadership development to provide some background for a FY 1973 project.

71042005 "Continuing Development for Assessors of Property." Conducted by the UT Center for Government Training; Mr. Don M. Sullivan, Project Director. This is a continuation and refinement of a comprehensive assessor training program initiated under two previous Title I projects. This project is designed to provide training in specialized areas of appraising and to continue the availability of the certification for assessors and their deputies by offering the 5-part comprehensive program developed under the earlier projects. Some activities will be concerned with implementing the recently approved Constitutional Amendment affecting the classification of property.

71043014 "Urban Education for Present and Emerging Civic Leaders." Conducted by Vanderbilt University; Mr. Parker L. Coddington, Project Director. Funded in conjunction with the Nashville Urban Observatory, this project originally contained three components: (1) training for Metro Council members and State legislators from Nashville; (2) training for existing or emerging community leaders; and (3) development and publication of a Housing Resources Directory. Subsequent developments led to the cancellation of the third component and the substitution of a training and development program for the 37 lay members of the Matthew Walker Health Association which serves as a policy advisory board to the OEC-funded Matthew Walker Community Health Center. The final component under this project will be a series of neighborhood workshops on zoning.

72042002 "Task Force Planning for Community Development." Conducted by The University of Tennessee at Martin; Mr. Richard Chesteen, Project Director. This project will revolve around an advisory task force, entitled the Committee on Community Achievement,

which will have the purpose of serving as an advisory review board, resource developer, and communications channelizer for the City of Martin in regard to its overall plans for community development. The specific objectives are (1) to generate greater citizen and group awareness of the involvement in community growth planning; and (2) to provide needed technical informational assistance to the City of Martin by drawing from the expert knowledge of the faculty.

72042003 "Management Training for the Disadvantaged Community." Conducted by The University of Tennessee, Knoxville, College of Business Administration; Dr. Gerald Hills and Dr. Gerald Nichols, Project Co-directors. This project is designed (1) to contribute to the development of new business and the upgrading of existing business in the minority community of Knoxville, Jefferson City, Morristown, and Newport; (2) to increase participants' knowledge and understanding of business management and its relevance to participants' existing and potential organizations for the purpose of community development; (3) to open communications with selected business leaders in the larger business community as well as with government representatives to facilitate future interaction by program graduates for such purposes as acquiring loans or employment in the Knoxville area; and (4) to provide information concerning possible business opportunities by a limited market assessment of the Knoxville area.

72042007 "Public Community College Approach to Community Service and Continuing Education." Conducted by The University of Tennessee, Knoxville; Dr. John M. Peters, Project Director. This project is working with the public community college staff members in community service and continuing education in an effort to strengthen their programming procedures by (1) increasing their awareness of innovative program procedures and outstanding program models, (2) increasing their contacts with their community and improving their relationship with community representatives, and (3) assisting them in the initiation of new programs.

73042001 "Statewide Consumer Education II." Conducted by The University of Tennessee at Nashville (coordinating institution--Dr. Barbara Gilmer, Project Director), Cleveland State Community College, Dyersburg State Community College, East Tennessee State University, Lambuth College, Memphis State University, Motlow State Community College, Tennessee State University, Tennessee Technological University, Tennessee Wesleyan College, The University of Tennessee at Chattanooga, The University of Tennessee at Martin, The University of Tennessee, Division of Continuing Education, and The University of Tennessee, Knoxville.

Second-year activities have continued and expanded the curriculum development work with selected public school systems, initiated similar workshops for adult basic education teachers, provided consumer affairs information directly to the consumer (disadvantaged or otherwise), worked with the business community in the area of credit management and couseling, and initiated the use of mass media to reach a broad cross-section of Tennesseans. The project was extended for four months through December 31, 1973, involving three new institutions (Dyersburg, Motlow and UTM), and adding a mass media component to augment this comprehensive Statewide effort in Consumer Education.

73042002 "Community Educational Planning Activity." Conducted by The University of Tennessee, Knoxville; Dr. Charles M. Achilles, Project Director. This project will provide information on educational planning techniques for school-community leaders in 15 school districts in East Tennessee. A series of seminars and a concluding conference will be utilized (1) to develop action strategies, including long range planning activities and techniques, for solving problems arising from school-community interaction; (2) to provide a continuous support system for the implementation of action strategies (i.e., establish planning systems); (3) to provide information and instruction on the implications and use of long range planning, evaluating, and communicating techniques among educators and lay leaders for education; and (4) to provide information on planning systems and techniques, and attempt to relate this to school operations.

PART E: STATE ADMINISTRATION

ELIGIBLE INSTITUTIONS: In the state of Tennessee there were fifty-two institutions of higher education eligible to participate under Title I HEA in FY 1973. Thirteen institutions submitted a total of twenty-six proposals during the year.

Type of Institution	Number	Proposals Submitted
Four year public	7	15
Four year private	30	11
Two Year public	9	0
Two year private	6	0

PROPOSALS BY PROBLEM AREA:

Problem Area	No. of Proposals Received	ID Numbers of Approved Proposals
Human Resource Development Services	6	73042001
Governmental Organization Services	6	73042005
Community Development Services	14	73042002, 73021003 73036004, 73042006 73024007, 73042008 73043009

NUMBER OF PROPOSALS WHICH WERE NOT FUNDED FOR EACH OF THE FOLLOWING REASONS:

Ineligibility (Under Title I, HEA)	0
Not within the priorities	16
Not an adequate proposal	1
Insufficiency of Federal funds	0

We utilize a preliminary proposal process that enables us to discourage the development of proposals that are ineligible or do not meet the priorities. Since the State Agency knows the general amount of federal funds that will be available for funding, we are conservative in our efforts to stimulate the development of programs under Title I. Due the limited funds available, we tend to discourage institutions from submitting proposals that would exceed $50,000 in total program costs.

AMOUNT OF ADDITIONAL FEDERAL FUNDS NEEDED TO FULLY SUPPORT APPROVED PROPOSALS:

$150,000

The State Agency makes some adjustment/reduction in the program budget for almost all proposals that are funded. We feel the approved program can be conducted within the approved budget for each funded proposal. The State Agency works closely with participating institutions in arriving at the approved program and total budget. However, additional funds would have resulted in more comprehensive approaches and more realistic (longer) budget periods for several of the approved programs, especially the Statewide Consumer Education Program.

PRIMARY INITIATORS OF PROJECTS APPROVED:

Project I.D. Number	Initiator
73042001	State Agency Title I
73042002	Faculty
73021003	Community group
73036004	Faculty
73042005	University Administration and State/Local government
73042006	Faculty
73024007	Faculty
73042008	Faculty and State Agency Title I
73043009	Faculty and State Agency Title I

MEANS USED BY THE STATE AGENCY TO FOSTER COMMUNICATIONS AMONG INSTITUTIONS AND PROJECT DIRECTORS: The State Agency staff conducted one Statewide conference and sent out five newsletters. In addition, the staff held meetings with project director, project personnel, and administrative personnel at the participating institutions for the nine new projects funded. We constantly provide pertinent information on problem areas and program approaches to project directors. We encourage and foster cooperation among related projects. There are routine written communications concerning reporting requirements and numerous telephone conversations with project directors and institutional representatives during the year. The State Agency distributes to all project directors copies of useful documents published under other Title I projects. The State Agency serves on the Planning Council for the Statewide Consumer Education Program which meets monthly and meets with advisory committees for two other new projects.

STEPS TAKEN TO ADVISE INSTITUTIONS OF ALTERNATE SOURCES OF FEDERAL FUNDS: The FY 1973 Annual Program Amendment points out (1) that substantial funds are available for problems such as environmental quality, drug education, health,

law enforcement, and transportation; and (2) that these are not high priority areas under Title I in Tennessee. In addition, in each instance where a preliminary proposal was discouraged a serious effort was made to refer it to other possible sources of funding at the State and Federal level.

STEPS TAKEN TO COORDINATE THE DEVELOPMENT AND REVIEW OF THE PLANS AND PROJECTS OF OTHER STATE AND LOCALLY ADMINISTERED FEDERAL PROGRAMS:

The Director of the State Agency for Title I has a close working relationship with the State administrator of the Intergovernmental Personnel Act in the State Department of Personnel. The State Agency also works closely with the Director of the State Office of Urban and Federal Affairs who represents the Governor's Office on a broad range of State and Federal programs. The State Agency has a working relationship with the four Model Cities through participating institutions of higher education. The State Agency is continually alert in its efforts to develop a working relationship with other state and locally administered Federal programs.

PART F: EVALUATION OF THE STATE PROGRAM

For the past two years the State Agency has been involved in a continuous process to narrow the focus of Title I programming to three basic areas. This has been encouraged by the U. S. Office of Education in an effort to make the best use of limited federal funds available under this program. Concurrent with this process of narrowing the focus to three basic program areas, there has been an effort to limit the program thrust in each area to a few priorities in order to encourage a few projects, involving consortium arrangements where appropriate, that would make a more measurable impact on the problem areas.

The progress cited in the fiscal year 1972 annual report was considered an encouraging beginning to the long-range goal of meeting selected priority needs through continuing education programs for adults. The program thrust from earlier years was continued in fiscal year 1973, as follows:

1. *HUMAN RESOURCE DEVELOPMENT SERVICES - 40 per cent;*

2. *GOVERNMENTAL ORGANIZATION SERVICES - 35 per cent;*

3. *COMMUNITY DEVELOPMENT SERVICES - 25 per cent.*

During fiscal year 1972 Consumer Education was established as a major priority under Title I which would constitute the only program effort in the first category. A modest start was made for a Statewide program in Consumer Education through an informal consortium of ten campuses across Tennessee. This first year program was designed to provide consumer education training for professionals, paraprofessionals, and volunteers who work with the disadvantaged. This Statewide program effort has reached 2000 such individuals. This initial effort was a curative approach and, admittedly, would be limited in its impact due to the degree of distress in the social and economic status of the various individuals in the ultimate beneficiary groups.

In an effort to develop a comprehensive program incorporating a preventive approach, the first-year program was expanded to include a pilot inservice training workshop for public school personnel designed to increase their awareness and informational level in Consumer Education affairs in order to incorporate Consumer Education into the public school curriculum. This pilot workshop in five school systems reached 400 teachers in grades 5, 6, 7, and 8. This component has significant potential for cooperative programming between higher education and public schools.

Second-year (FY 1973) activities have continued and expanded the curriculum development work with public school systems, initiated similar workshops for adult basic education teachers, provided Consumer Education information directly to the consumer (disadvantaged or otherwise), and worked with the business community in the area of credit

and counseling. Increased federal funding has enabled the State Agency to involve three new institutions and add a mass media component to augment this comprehensive Statewide effort in Consumer Education.

It is anticipated that Title I support for this Statewide program will be continued through fiscal year 1974. During fiscal year 1973 the State Agency utilized approximately 54 percent ($140,720) of available program funds for this project.

In addition to the programmatic achievements of the Statewide Consumer Education Program, the development of this program has fostered the creation of a community service delivery system in Tennessee. This system began with ten institutions in the first year, has been expanded to fourteen institutions the second, and could conceivably be expanded to include additional institutions to meet specific program needs within available resources. The initial ten institutions in this informal consortium have worked with the Tennessee Department of Mental Health in developing a comprehensive public and career education program that will probably involve additional institutions of higher education across the State.

The Statewide Consumer Education Program has worked closely with the Tennessee Department of Education in developing and conducting activities for the selected public school systems and adult basic education teachers. This working relationship will be crucial in the quest for additional funds to expand programming activities to all school systems in Tennessee. This Statewide effort will also work closely with the newly created Division of Consumer Affairs in the State Department of Agriculture.

Under the Governmental Organization Services category the major accomplishment has been the creation of the Statewide Local Government Training System under Title I programs funded in FY 1971 and FY 1973. The Governor's Office, the Tennessee Municipal League, the Tennessee County Services Association, The University of Tennessee System, and the State Board of Regents System have been instrumental in the establishment of this new delivery system for local government training. Governor Dunn has appointed an Advisory Council for Local Government Training Policy to recommend plans and programs relating to the full range of training needs of Tennessee local governments. This includes policy and planning relating to training, review of State and Federal programs for support of training, establishment of priorities for training, and evaluation of the effectiveness of training activities.

The initial group of ten campuses which will serve as regional local government training centers are the six senior institutions of the Board of Regents System and the four academic campuses of The University of Tennessee System. The University of Tennessee Center for Government

Training serves as the central administrative and operating agency for the Tennessee Local Government Training System. Each regional center cooperates to the degree and in the fashion determined by its own administration, working with the Center for Government Training in the manner most acceptable to each as it begins to utilize its resources for training. An Advisory Committee of Cooperating Institutions provides the basic means for each institution to communicate its desires to be involved in specific training programs. In serving as a staff to the Advisory Council each participating institution will be a part of the total policy planning and development of training.

Under the "Community Development Services" category the State Agency has fostered two thrusts. The first thrust is designed to encourage interested and selected institutions of higher education to become involved in community service programming through first-time projects under Title I in the area of community development programs. These first-time projects will be designed to get the participating institution involved in its immediate community, on a small scale, to demonstrate the feasibility and value of community service programming. These projects will be limited to a few institutions per year for the next several years, and there will be a requirement for the institution to demonstrate its continuing commitment to community service programming. An attempt will be made to include the first-time participating institutions in consortium arrangements in an effort to provide optimum assistance to their initial program efforts. The State Agency did not fund any projects under this area in fiscal year 1973.

Related to this program thrust of involving new institutions in community service programming, there will be a continuing effort to encourage experienced institutions to conduct programs of assistance designed to help those institutions not actively involved in community service programming. During fiscal year 1972 the State Agency funded two projects with this purpose in mind: (1) the program on "Private Higher Education Approach to Community Service" conducted by Southwestern at Memphis, involving the presidents and adult education directors of the forty private colleges and universities in Tennessee; and (2) the "Public Community College Project" conducted by The University of Tennessee, Knoxville, for the nine State-supported community colleges in Tennessee. This second program led to the funding of an expanded effort in fiscal year 1973 to provide "Staff Assistance to Public Community Colleges" on a pilot basis for five of the nine public community colleges.

There is a demonstrated commitment to strengthen the community service capability of the relatively new public community college system in Tennessee. Through this effort the community colleges will be able to initiate new community services programs, reach more audiences with

a greater variety of programs, and intensify their contact and working relationship with their local community/service area. In addition, this effort will help develop a strong relationship with their local community/service area. In addition, this effort will help develop a strong relationship between the community colleges and The University of Tennessee, thereby enabling the University to strengthen its academic and service resources that are relative to community colleges. This effort would be continued, refined, and upgraded during FY 1974 in conjunction with the public community college governing board (State Board of Regents) if it proved feasible. Current activities are designed to promote cooperative programming between the community colleges and appropriate public service activities of The University of Tennessee. Three of the community colleges are involved in the Statewide Consumer Education Program.

The second and main thrust of this category will be the stimulation of programming in several selected priorities in the broad area of community development.

During FY 1973 the State Agency funded three localized community leadership and/or goals development programs in different sections of the State. It is projected that these three projects and other developments will be utilized to develop a Statewide effort in this area during fiscal years 1974-1976. The State Agency is working with the State Commissioner of Economic and Community Development (a new department created by the Economic and Community Development Act of 1972) on long range plans in this area. It is estimated that the initial effort of these three projects will work with 300 community leaders at the top and middle management level. Programming during FY 1974 will be based on the results of these three projects and will be expanded to other selected areas of the State.

The State Agency views FY 1973 as another step in the continuing effort to develop comprehensive processes which will utilize the higher education resources in Tennessee in continuing education programs designed to aid in the solution of significant community problems.

PART G: SUMMARY OF TITLE I PROJECTS IN TENNESSEE, 1966 - 1973

TITLE I PROJECTS IN TENNESSEE, 1966 - 1973

	No. of Projects	Program Funds Federal	Matching	Total
Statewide Projects	27	$ 503,892	$299,492	$ 803,385
1st Congressional District	11	51,190	27,150	78,340
2nd Congressional District	21	139,567	81,206	185,473
3rd Congressional District	7	38,459	19,410	57,869
4th Congressional District	15	102,482	58,962	161,444
5th Congressional District	21	239,318	121,703	361,122
6th Congressional District	5	11,262	4,717	15,980
7th Congressional District	13	118,528	64,056	182,684
8th Congressional District	20	161,456	109,631	271,088
	140	$1,366,154	$786,327	$2,152,481

STATEWIDE PROJECTS CONDUCTED BY
THE UNIVERSITY OF TENNESSEE

		Program Funds		
		Federal	Matching	Total
The University of Tennessee System				
Center for Government Training:				
"Professional Development Program for Tax Assessors"	(1968)	$ 25,500	$ 25,500	$ 51,000
"Conferences on New Techniques in Urban Planning" (Conducted in cooperation with the University Graduate School of Planning)	(1968)	1,665	1,665	3,331
"Professional Development Program for Tax Assessors"	(1970)	23,803	11,902	35,705
"Professional Development Program for Board of Equalization Members"	(1970)	3,975	1,987	5,963
"Professional Development Program for Quarterly County Court Members"	(1970)	7,600	4,236	11,836
"Continuing Development for Assessors of Property"	(1971)	11,834	5,917	17,751
"Solid Waste Management Seminars"	(1971)	3,200	1,958	5,158
"Development of Statewide Governmental Training"	(1971)	6,535	3,267	9,802
"Statewide Local Government Training System"	(1973)	40,000	20,000	60,000
Division of Continuing Education:				
"Tennessee Government and Higher Education: A Conference on Facing Community Problems"	(1968)	3,000	3,000	6,000
"Statewide Consumer Education II"	(1973)	18,720	9,360	28,080
Institute for Public Service: (Environment Center)				
"Energy Demand and Conservation"	(1973)	5,526	2,763	8,289
Municipal Technical Advisory Service:				
"Activation of Field Staff for Assisting Municipalities in Solving Urban and Suburban Problems"	(1966)	18,750	6,250	25,000
"Technical Assistance to Tennessee Municipal Officials"	(1967)	30,000	10,520	40,520
"Technical Assistance to Tennessee Municipal Officials"	(1968)	40,000	40,135	80,135
"Technical Assistance to Tennessee Municipal Officials"	(1969)	39,000	39,000	78,000
"Technical Assistance to Tennessee Municipal Officials"	(1970)	21,000	22,368	43,368

		Program Funds		
		Federal	Matching	Total
The University of Tennessee, Knoxville				
"Training for School Board Members Throughout Tennessee"	(1966)	$ 45,750	$ 18,948	$ 64,698
"Extension Work with Low-Income Families"	(1966)	7,500	2,551	10,060
"An Inservice Training Program for School Board Members in Tennessee"	(1967)	43,120	14,373	57,493
"Training Professionals to Work with Current Community Problems"	(1968)	12,000	12,000	24,000
"Public Community College Approach to Community Service and Continuing Education"	(1972)	9,933	5,086	15,019
"Staff Assistance to Public Community Colleges"	(1973)	40,000	20,000	60,000
The University of Tennessee Medical Units				
"Cooperative Continuing Education in Medicine, Dentistry, Pharmacy and Nursing Aimed At Community Health"	(1966)	15,000	5,000	20,000
"Public Dental Health Education by Television"	(1966)	9,000	3,465	12,465
"Cooperative Continuing Education in Medicine, Dentistry, Pharmacy and Nursing Aimed at Community Health"	(1967)	15,000	5,000	20,000
Institutional Sub-Total		$497,411	$296,252	$793,663
STATEWIDE PROJECTS CONDUCTED BY OTHER INSTITUTIONS				
Southwestern at Memphis				
"Private Higher Education Approach to Community Service"	(1972)	$ 6,481	$ 3,240	$ 9,721
Institutional Sub-Total		$ 6,481	$ 3,240	$ 9,721
STATEWIDE PROJECT TOTAL		$503,892	$299,492	$803,384

PROJECTS CONDUCTED IN 1ST CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Carson Newman College				
"Conference on Social Drama"	(1968)	$ 3,500	$ 3,500	$ 7,000
"Upgrading Handicraft Skills in Hancock County"	(1969)	4,000	2,000	6,000
"Technical Assistance in Housing"	(1971)	4,500	2,250	6,750
Institutional Sub-Total		$12,000	$ 7,750	$19,750
East Tennessee State University				
"Economic Development Programs for Tri-State Area"	(1966)	1,073	358	1,431
"Swimming Pool Sanitation Supervision"	(1966)	1,307	436	1,743
"Workshop for Habilitative Services"	(1968)	2,159	720	2,879
"Regional Economic Development Program"	(1967)	2,637	679	3,516
"Institute in Public Administration"	(1970)	2,469	1,235	3,704
"Seminars in Community Problems"	(1971)	13,945	6,973	20,918
"Statewide Consumer Education I"	(1972)	6,200	3,100	9,300
"Statewide Consumer Education II"	(1973)	9,400	4,700	14,100
Institutional Sub-Total		$39,190	$19,400	$59,590
DISTRICT TOTAL		$51,190	$27,150	$78,340

PROJECTS CONDUCTED IN 2ND CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Knoxville College				
"Developing Skills of Community Leadership"	(1966)	$ 5,250	$ 1,750	$ 7,000
"Applied Community Leadership Through Planning"	(1967)	4,378	1,459	5,837
"Developing Skills of Community Leadership"	(1969)	4,000	2,000	6,000
Institutional Sub-Total		$ 13,628	$ 5,209	$ 18,837
Maryville College				
"A Program of Environmental Education"	(1970)	7,848	3,924	11,772
"Community Development Seminars"	(1973)	4,500	2,250	6,750
Institutional Sub-Total		$ 12,348	$ 6,174	$ 18,522
Tennessee Wesleyan College				
"Statewide Consumer Education I"	(1972)	5,132	2,566	7,698
"Statewide Consumer Education II"	(1973)	5,288	2,644	7,932
"Community Leadership Development"	(1973)	9,259	4,629	13,888
Institutional Sub-Total		$ 19,679	$ 9,839	$ 29,518
The University of Tennessee, Knoxville				
"Training Program in Adult Education"	(1968)	17,500	17,500	35,000
"Arms Against Juvenile Crime: The Law, the Church, and the School"	(1968)	1,000	1,111	2,111
"Teaching Communication Skills: A Seminar for Teachers and Habilitationists of Economically Deprived Children"	(1968)	562	562	1,125
"Pilot Workshop for School Custodial and Maintenance Personnel"	(1969)	2,166	1,083	3,249
"Strip Highway Pilot Project"	(1969)	16,000	8,786	24,786
"Practical Aspects of Traffic Safety"	(1969)	3,600	1,800	5,400
"Regional Workshop for Federal Programs"	(1969)	7,200	6,201	13,401
"Conference of Legal Services for the Appalachian Region"	(1969)	3,400	1,700	5,100
"Seminar in Legal Rights for Low-Income Community Leaders"	(1971)	10,000	5,000	15,000

		Program Funds		
		Federal	Matching	Total
"Management Training for the Disadvantaged Community"	(1972)	$ 14,800	$ 7,400	$ 22,200
"Statewide Consumer Education I"	(1972)	6,600	3,300	9,600
"Statewide Consumer Education II"	(1973)	9,000	4,550	13,650
"Community Education Planning Activity"	(1973)	1,984	992	2,976
Institutional Sub-Total		$ 93,912	$ 59,984	$118,596
DISTRICT TOTAL		$139,567	$ 81,206	$185,473

PROJECTS CONDUCTED IN 3RD CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Cleveland State Community College				
"Statewide Consumer Education I"	(1972)	$ 2,880	$ 1,620	$ 4,500
"Statewide Consumer Education II"	(1973)	4,080	2,040	6,120
Institutional Sub-Total		$ 6,960	$ 3,660	$10,620
The University of Tennessee at Chattanooga				
"Model Cities Training and Orientation Seminar Program"	(1969)	5,014	2,507	7,521
"Comprehensive Consumer Education Project"	(1970)	3,953	1,977	5,930
"Comprehensive Consumer Education Project"	(1971)	9,200	4,600	13,800
"Statewide Consumer Education I"	(1972)	5,800	2,900	8,700
"Statewide Consumer Education II"	(1973)	7,532	1,766	11,298
Institutional Sub-Total		$31,499	$15,750	$47,249
DISTRICT TOTAL		$38,459	$19,410	$57,869

PROJECTS CONDUCTED IN 4TH CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Middle Tennessee State University				
"Assisting Community Leaders in Developing Methods for Diagnosing Community Problems"	(1968)	$ 16,000	$ 16,327	$ 32,327
"Seminars to Increase the Leadership Ability of the School Board of DeKalb County"	(1969)	6,574	3,287	9,860
"Assisting Disadvantaged Groups in Articulating and Developing Goals and Plans for Presentation to Local Planning Commissions"	(1969)	11,702	5,851	17,553
"Leadership Training for School Boards"	(1970)	6,940	3,470	10,409
"Collective Bargaining with Public Employees"	(1970)	1,233	616	1,850
"Assisting Local Government through Community Organization"	(1971)	14,503	7,252	21,755
Institutional Sub-Total		$ 56,951	$ 36,803	$ 93,754
Motlow State Community College				
"Statewide Consumer Education II"	(1973)	4,000	2,000	6,000
Institutional Sub-Total		$ 4,000	$ 2,000	$ 6,000
Tennessee Technological University				
"Engineering Counseling and Advisory Service"	(1966)	3,293	1,098	4,391
"Counseling on Sanitary Environmental Conditions"	(1966)	4,582	1,738	6,320
"Counseling on Sanitary Environmental Conditions"	(1969)	4,000	2,000	6,000
"Counseling and Technical Service on Environmental Education"	(1970)	6,000	3,437	9,437
"Small Business Management Training Program"	(1971)	4,200	2,159	6,359
"Cookeville Planning Seminar"	(1971)	4,856	2,428	7,284
"Statewide Consumer Education I"	(1972)	6,200	3,100	9,300
"Statewide Consumer Education II"	(1973)	8,400	4,200	12,600
Institutional Sub-Total		$ 41,531	$ 20,160	$ 61,691
DISTRICT TOTAL		$102,482	$ 58,962	$161,444

PROJECTS CONDUCTED IN 5TH CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Belmont College				
"Intensive Training Program in Psychology for Division of Employment Security Interviewers"	(1969)	$ 2,800	$ 1,402	$ 4,202
Institutional Sub-Total		$ 2,800	$ 1,402	$ 4,202
George Peabody College for Teachers				
"The Development of a Community Service Program for the Urban Observatory of Metropolitan Nashville"	(1969)	25,000	13,084	38,084
"Development of an Informed Community Leadership"	(1970)	11,220	5,610	16,830
Institutional Sub-Total		$ 36,220	$ 18,694	$ 54,914
Meharry Medical College				
"Institute on Pharmacological Therapeutic Alternatives"	(1966)	4,658	1,553	6,210
"Institute on Pharmacological Therapeutic Alternatives"	(1967)	11,544	4,367	15,911
Institutional Sub-Total		$ 16,202	$ 5,919	$ 22,121
Tennessee State University				
"Seminar on Community Economic and Human Resource Development"	(1968)	2,280	2,280	4,559
"Means of Communicating Issues in the Community"	(1970)	2,848	1,424	4,271
"Planning Workshops on Youth Employment"	(1971)	6,000	3,329	9,329
"Consumer Education Project"	(1971)	6,400	3,200	9,600
"Statewide Consumer Education I"	(1972)	2,682	1,341	4,023
"Statewide Consumer Education II"	(1973)	7,200	3,600	10,800
Institutional Sub-Total		$ 27,409	$ 15,174	$ 42,583
The University of Tennessee at Nashville				
"Seminars on Uniform Accounting and Financial Reporting for Voluntary Health and Welfare Organizations"	(1968)	687	687	1,373
"Statewide Consumer Education I"	(1972)	29,362	14,681	44,043
"Statewide Consumer Education II"	(1973)	41,000	20,500	51,500
Institutional Sub-Total		$ 71,049	$ 35,868	$106,917

		Program Funds		
		Federal	Matching	Total
The University of Tennessee System				
UT Center for Government Training:				
"Community Leadership Development for Community Action Agencies"	(1971)	$ 6,600	$ 3,300	$ 9,900
Municipal Technical Advisory Service:				
"Technical Assistance to Tennessee Cities"	(1971)	17,250	8,675	26,025
"Technical Assistance to Tennessee Cities"	(1972)	19,250	9,625	28,875
Institutional Sub-Total		$ 43,100	$ 21,600	$ 64,800
Vanderbilt University				
"Community Education for Model Cities"	(1968)	2,013	2,013	4,026
"Carrying Questions of Public Policy to the Community at Large"	(1970)	12,000	6,771	18,771
"Urban Education for Present and Emerging Civic Leaders"	(1971)	23,000	11,500	34,500
"Land Use Planning and Management"	(1973)	5,526	2,763	8,289
Institutional Sub-Total		$ 42,539	$ 23,047	$ 65,586
DISTRICT TOTAL		$239,318	$121,704	$361,122

PROJECTS CONDUCTED IN 6TH CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Austin Peay State University				
"County and City Leadership Conference"	(1966)	$ 1,837	$ 612	$ 2,450
"Business and Economic Forum Series"	(1966	1,136	379	1,514
"Business and Economic Forum Series"	(1967)	1,802	601	2,403
"Inservice Institute for Principals and Guidance Counselors"	(1967)	707	236	943
Institutional Sub-Total		$ 5,482	$ 1,827	$ 7,309
Columbia State Community College				
"An Action Program for Broadening the Economic Base of Maury County"	(1969)	5,780	2,890	8,670
Institutional Sub-Total		$ 5,780	$ 2,890	$ 8,670
DISTRICT TOTAL		$11,262	$ 4,718	$15,980

PROJECTS CONDUCTED IN 7TH CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Bethel College				
"Leadership Education in Economic Development"	(1966)	$ 3,366	$ 1,122	$ 4,487
Institutional Sub-Total		$ 3,366	$ 1,122	$ 4,487
Dyersburg State Community College				
"Statewide Consumer Education II"	(1973)	4,000	2,000	6,000
Institutional Sub-Total		$ 4,000	$ 2,000	$ 6,000
Lambuth College				
"Family Services Bureau Development"	(1966)	5,500	1,833	7,333
"Family Services Bureau Development"	(1967)	19,866	6,626	26,492
"Development of Youth Opportunities Through a Program of Parent Education and Continuing Education for Workers with Youth"	(1968)	14,991	14,991	29,982
"Continuing Education for Professionals Working with Youth"	(1970)	5,500	2,779	8,279
"Statewide Consumer Education I"	(1972)	8,600	4,300	12,900
"Statewide Consumer Education II"	(1973)	9,000	4,500	13,500
Institutional Sub-Total		$ 63,457	$ 35,029	$ 98,486
The University of Tennessee at Martin				
"Regional Youth Opportunity Institutes"	(1968)	4,005	4.005	8,010
"Task Force Planning for Community Development"	(1972)	3,200	1,600	4,800
"Statewide Consumer Education II"	(1973)	4,000	2,000	6,000
Institutional Sub-Total		$ 11,205	$ 7,605	$ 18,810
The University of Tennessee System				
Municipal Technical Advisory Service:				
"Technical Assistance to Tennessee Cities"	(1971)	17,250	8,675	26,025
"Technical Assistance to Tennessee Cities"	(1972)	19,250	9,625	28,875
Institutional Sub-Total		$ 36,500	$ 18,300	$ 54,900
DISTRICT TOTAL		$118,528	$ 64,056	$182,684

PROJECTS CONDUCTED IN 8TH CONGRESSIONAL DISTRICT, TENNESSEE

		Program Funds		
		Federal	Matching	Total
Christian Brothers College				
"Introduction of the Role of Minority Groups into the Teaching of American History"	(1969)	$ 4,000	$ 2,142	$ 6,142
"Adult Conferences on the Contribution of Minority Cultures to America"	(1970)	4,900	2,400	7,200
Institutional Sub-Total		$ 8,800	$ 4,542	$ 13,342
LeMoyne-Owen College				
"Race Relations Conference"	(1966)	1,519	506	2,025
"Improving Leadership Skills in the Inner City"	(1972)	3,395	1,698	5,093
Institutional Sub-Total		$ 4,914	$ 2,204	$ 7,118
Memphis State University				
"Establishment of Institute of Urban Development"	(1966)	5,438	2,054	7,492
"Expansion of Law Enforcement Program for Municipal, County, and State Officials"	(1966)	5,250	2,134	7,384
"Law Enforcement Institute for Municipal, County, and State Officials"	(1967)	7,468	2,489	9,957
"Expansion of Institute of Urban Development"	(1967)	18,519	6,173	24,692
"Improving Methods and Techniques in Adult Education"	(1968)	19,000	19,002	38,002
"Conference on Communication in Law Enforcement"	(1968)	3,395	3,395	6,791
" 'Street Arts' Program for Low-Income Neighborhoods in Memphis"	(1969	6,500	9,579	16,079
"The Urban Action Center"	(1970)	26,000	26,000	52,000
"Statewide Consumer Education II"	(1973)	9,000	4,500	13,500
"Community Leadership Development"	(1973)	12,200	6,100	18,300
Institutional Sub-Total		$112,770	$ 81,428	$194,197
Southwestern at Memphis				
"Seminar on Local Government"	(1966)	2,250	1,071	3,321
"Seminar on Local Government"	(1967)	7,694	2,565	10,259
"Seminar on the Urban Uses of the New Technology"	(1968)	5,000	7,808	12,808
"Policy Planning for Metropolitan Memphis"	(1969)	7,520	3,760	11,280
"Civic Goals for Memphis"	(1970)	7,300	3,650	10,950
Institutional Sub-Total		$ 29,764	$ 18,854	$ 48,618

	Program Funds		
	Federal	Matching	Total
UT Center for Government Training "Statewide Consumer Education I" (1972)	$ 5,208	$ 2,604	$ 7,812
Institutional Sub-Total	$ 5,208	$ 2,604	$ 7,812
DISTRICT TOTAL	$161,456	$109,631	$271,088

Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under Title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the:

State Agency for Title I
426 Communications Building
The University of Tennessee
Knoxville, Tennessee 37916

Program IMPACT: Institutions and Municipalities in Partnership Assisting Communities through Teamwork